

# Childhood Education

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**Planning for Growth  
at School Through  
Curriculum Making**

**December 1945**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

*The Magazine for Teachers of Young Children  
To Stimulate Thinking Rather Than Advocate Fixed Practice*

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## Next Month—

The second issue on programming for growth of children at school will deal with school structure and finance. Four articles will develop the theme: "The Structure of the School of Tomorrow" by Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education; "Support for Public Education" by Alfred Simpson, Harvard University; "The Changing Structure of Teacher Education" by Karl Bigelow, Professor of Education, Teachers College, Columbia University, and "Controls That Affect the Teacher" by Winifred E. Bain, President of Wheelock College.

"Learning Through Friendships With Children" by Margaret B. MacFarland, Mount Holyoke College, and "Improving Anecdotes of Behavior" by the staff of the Division on Child Development and Teacher Personnel of the Commission on Teacher Education deal with new trends in teacher education and child study.

**EXTRA COPIES** — Orders for reprints from this issue must be received by the Standard Press, 920 L Street, N. W., Washington 1, D. C., by the tenth of the month of issue.



*Courtesy Louise M. Gross, State Teachers College, Cape Girardeau, Mo.*

Pace and pattern of human growth

Are nurtured

In its own earth, its own soil.



# Programming for Growth

**T**HE THEME FOR THIS ISSUE OF CHILDHOOD EDUCATION contains three strategic words—programming, growth and building. "These words, though not new in education vocabulary," says Mrs. Mitchell, one of the contributors, "have fairly recently acquired new meanings. Taken together they stand for new thinking about children and about curriculum which is changing both the teacher's job and the children's school life."

If the content of this issue can give a modicum of hope and encouragement to all the teachers and parents who know that much of the accepted curriculum in use today in America's public schools is not really educating the children, the purpose of this issue will be fulfilled. Just to know that something can be done and is being done to improve the school program should stimulate determined efforts to bring about changes in curriculum that will make teaching the challenging job it should be and child growth the actuality it always has been.

A young scientist who worked on the development of the atomic bomb in New Mexico remarked emphatically the other day that it was impossible to keep the bomb secret and that it would be only a short time before other nations had developed their own bombs. "It won't take millions of dollars nor three years of time, either. It is enough for them to know that it can be done."

Is it enough for us to know that through curriculum building as described here better growth for America's boys and girls can be assured?

Two kinds of growth are illustrated—the growth of individuals with individual problems and the growth of groups with no previous cooperative experiences. Individual growth takes place with the help of the group and the group grows as the individuals who comprise it learn better ways of working with each other.

**M**UCH MORE THAN READING, WRITING AND ARITHMETIC is learned through the curricula described here. True, these skills are learned but it is the way they are learned that is important for child growth. The emphasis is placed upon the way they are learned with no attempt to minimize their importance. They are put in their place as a functional part of the children's everyday living. "Curriculum must be built out of more than factual subject matter and the acquisition of skills. It must contain an orderly progression of subject matter, yes, but it must also provide for child growth." It is matter of finding where the children are in the growth processes and in knowing the next steps to stimulate this growth.

**M**OST IMPORTANT OF ALL, perhaps, are the purposes or goals of curriculum building. Do we want children to learn certain facts or to learn what facts are important and how to find them? Do we want children to develop specific ways of thinking or to learn how to think? Do we want children to learn set habits of behaving or to develop attitudes and understandings that make them sensitive to the feelings and rights of others so that behavior becomes a flexible, growing thing? Do we want children to do what they are told or to develop the ability to observe and to question; to create new ways of doing things and of working together; to know that there is always more to learn, to do, to feel, to see, to understand? The yes or no to such questions as these will determine the quality of the curricula we build.

In what kinds of environments can good living be achieved? Several kinds of environments are described here—a congested city environment, a rural environment, an arts camp, a small school, a large school, a favored environment and an unfavorable environment judged by economic standards. The important element again is not so much the where but the how.

Encouraging, too, are the rather simple principles that are significant in planning for the growth of children through curriculum. Miss Snyder emphasizes three—the importance of time, the individuality of the growth pattern, the quality of guidance. If we believe that a good program for children takes into account the pace at which children grow, then we shall find time for them to grow. "Where one is fed, a hundred can dine." If we believe that a good program for children takes into account and respects the individuality of every child, then we shall do away with the detailed, fixed curriculum that denies personality and "hurtfully disregards individual differences in development." If we believe that a good program for children consists fundamentally of guidance in meeting the problems of living, then we shall see that teachers are educated to know children and their problems and that they learn better ways of helping children to solve their problems.

**T**O AGNES SNYDER WHO HAS SERVED AS GUEST EDITOR for this issue on programming for growth of children at school through curriculum building, the Board of Editors expresses its deep appreciation and to the contributors she has invited. Here is background for action for children that demands intelligent thinking and cooperation.—F. M.

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**E**DUCATION cannot bring the millenium, and I expect that human history will continue to be a record of human mistakes. But an educated people is capable of recognizing its mistakes; and before that it is conscious of its choices. Such a people can be trusted farther than the people we are trying to be, judging by the way we stuff the curriculum with special subjects. The one great subject is general. It is man.—MARK VAN DOREN.

# The Roots of Growth

*What are the roots of growth and how are they nourished? Agnes Snyder, The Cooperative School for Teachers and the Mills School, New York City, discusses three principles she considers significant in planning for child growth through the curriculum.*

## C HILDREN NEED TIME TO GROW.

You cannot hurry human growth.  
It is slow and quiet,  
Quiet and slow  
As the growth of the tree.

Only when its roots go deep,  
Deep within the earth that nourishes it—  
Its own earth,  
Its own soil—  
Will its branches spread wide,  
Wide as the earth is wide.

Human growth needs time—and we have so little of it. So much to learn, so much to do, so little time—a major dilemma of our culture. The scholar looking avidly at the books lining the walls of a library battles with frustration as he realizes that in his brief lifetime he can master only a small part of the contents of those books. The housewife with ideals of cleanliness and beauty for her home closes her day with a sigh as she thinks of the things left undone. The artist works with a sense of urgency as time goes on and the ideas flooding his mind find comparatively meager expression. We are told that soon we can fly around the earth in six and a quarter days! But we know that our one pair of feet can tread but a small area of plain and mountain; that our one pair of ears, our one pair of eyes can hear and see only fragments of the wonders of the old earth.

So we hurry. We short-cut this; we lop off that. We try to crowd all we can into a lifetime. Why? Part of the answer is found in the power of imagination, in the human ability to see infinite possibilities in situations, to think in terms of ideas and ideals often way beyond the power of individual accomplishment. Browning expressed it when he asked, "Should not our reach exceed our grasp?" Of course it should. The impulse to outreach ourselves has brought about our greatest achievements. But today this impulse which is the very essence of human dignity has become distorted until instead of a major asset it has become a major liability.

Gradually the output of the machine has become our standard of value against which we measure human achievement. Here lies the real explanation of the distortion of the impulse to achieve. How slight in quantity is the product of a pair of human hands against that of a machine! Without realizing it, deep within our generation there has been developing through comparison with the machine a feeling of inferiority, a feeling which we frantically try to allay by pushing ourselves to the limit of endurance through days of hectic activity. We go on propelled by a mighty force we call the pace of modern life. Even though it consume us, we accept its mastery with only an occasional feeble protest. We catch its spirit. And worse, we pass it on to our children.

We find it so very difficult to accept the slow pace of growth from infancy through childhood, through adolescence, into maturity. We are so proud when our child at ten can do what is normal at twelve.

It is so very difficult to let children live fully in their own world at their own pace when all around are haste and anxiety; so difficult to remember that there must be time for children to play—that they learn through play. For example:

An adult asked a child at a workbench what he was doing.

"Making a box," he answered without stopping his work.

The adult persisted, "What kind of a box?"

"A radio box," he replied, still working.

And still the adult was undaunted.

"But have you a radio to put into it?"

"No!" emphatically.

"But why don't you make a box that you can use? There are so many real things you can use boxes for."

The child stopped hammering. His face was a mixture of annoyance, amazement, incredulity as he shouted, "I can play I have a radio, can't I?"

Such misunderstanding of the child's world will continue to occur until there is far greater recognition of the principles of growth than there is today. There are not many, but they are very important. Of first concern is the recognition of the need of children for time: *A good program for children takes into account the pace at which children grow.*

Application of this principle entails the continuous study of maturity levels—physical, mental, social, emotional—which children reach. It demands time for children to develop muscular coordination sufficient to acquire physical skills with enjoyment instead of strain; time for children to build up a wealth of experiences through the senses and muscles before verbalizing adult concepts; time to pass naturally from the early absorption in self into gradually widening circles of human interest; time for children to feel with all the abundance of early childhood

emotion and to move slowly into finer gradations of feeling; time for children to think, to wonder.

A little Chinese girl sat under a mulberry tree long ago and watched a silkworm nibble at the leaves above her. She watched and she wondered as the worm twisted and twisted the thread around his body. She had time enough to wonder. No bell rang to hurry her off to the next class. No one interfered as day after day she unwound the thread of the house the silkworm had built. No one called her off to something considered more important, as with the help of a weaver—who also had time to wonder—she discovered that the thread could be twisted and woven into a beautiful fabric. It was thus, the story says, that out of the wondering of a child, silk was discovered.<sup>1</sup>

Children need time to grow; time to think, to feel, to wonder. Regimented schedules with quick change from class to class; regimented promotions with the stigma of failure for those who have not covered a given amount of ground in a given time are utterly incompatible with normal growth.

### *Every Child Has His Own Pattern of Growth*

There are many patterns in human growth,  
Varied in their structure  
And their texture  
As the many patterns of the tree.

Only when its roots go deep,  
Deep within the earth that nourishes it—  
Its own earth,  
Its own soil—  
Will its pattern unfold,  
Unfold as the pattern of a tree  
In grace or strength,  
In lightness, depth,  
The pattern of its own  
Unique development.

<sup>1</sup> Told by Lucy Sprague Mitchell and Margaret Wise Brown in *Animals, Plants, and Machines*. Boston: D. C. Heath, 1944.



There are individual patterns of human growth. The diversity of these patterns is limitless. It is the ideal of democracy to respect this diversity of pattern and to encourage the development of every individual consistent with his own potentialities. The true democracy recognizes no absolute worth but measures achievement on a scale of relative values that takes into consideration many such factors as time, place, and the needs of the situation. The talents of the head-hunter from the jungles of the Pacific Islands would probably be wasted in a chemical laboratory, but how long would the research worker in that laboratory survive in the jungle of the head-hunter!

Many a person of vision who can develop a broad plan sound in conception and stimulating in content lacks the ability to cope with the details in executing the plan: On the other hand, frequently good detail workers can follow a plan but not conceive one. Each type has its value in reference to the needs of varying situations.

There are those who have creative power in abundance in their own right; there are others who produce little themselves but stimulate others to produce. Who is to say which of these is the greater talent?

There are those whose physical strength is of value in enduring long hours of heavy toil; there are others, frail in body but strong in spirit, who likewise carry forward in times of stress. The true democracy makes no hierarchy of human abilities but encourages self-realization in terms of the individual's own growth pattern.

But just as our culture is characterized by feverish haste, so is there a tendency—perhaps also an insidious unrealized influence of the machine—to place undue value on the ability that produces practical, obvious, and immediate results. It is as if we listened to an orchestra so unbalanced

by the brasses that the wood winds and the strings were drowned out. So used have we become to epic events that we are no longer attuned to the delicacy of the lyric. Thus we pass by some of the finest patterns of human growth.

Will education help to restore balance and direct our efforts more surely toward the realization of that respect for the individuality of man which is the essence of democracy? If it will, then those who have the responsibility of developing programs for children need to be guided by a second principle: *A good program for children takes into account and respects the individuality of every child.*

There are classrooms which are animated by this principle—classrooms in which children respect the honest efforts of each other; where there is no thought of superiority or inferiority because of race, creed, mentality or talent; where each has a secure place in his own group. It is profoundly moving to watch such a group at work and at play. It is like a glimpse in miniature of the future world of the democracy toward which we have been so long and so painfully struggling. It is, too, like a message of assurance that if this world can actually exist even for a little while among child groups that these same child groups will carry each year a little more of it into adult groups.

### *Children Grow Through Guidance in Meeting Their Problems*

Pace and pattern of human growth  
Are nurtured  
In the earth,  
In the soil,  
The warm earth,  
The rich soil,  
And gather strength  
As the roots go ever deeper  
To the source  
Of its own life,  
In its own earth,  
Its own soil.



Its own earth, its own soil—the problems of living as they confront anew each generation. These are the materials of learning, of growth. Fundamentally they are the same for every generation—to maintain health of body and mind, to find satisfying work, to get along with each other, to enjoy and create beauty, to believe in something that gives meaning to life. But they manifest themselves differently as time and place vary. Today they are terrifying in their complexity. Terrifying, too, is the release of so many forces that can be used in the solution of the age-old problems.

We speak of a new age, the atomic age. It seems better not to think of the release of atomic energy as bringing a new age but rather as bringing us in an end spurt to the climax of the power age. What that new age shall be is now being determined as still shocked, stunned, awed by the demonstration of the power of the atom, we face the aftermath of World War II. Have we the wisdom to meet its problems? Or have we been so busy in making shortcuts to growth that many of its finer patterns have been repudiated? Will we be able now to take the decisive step out of the power age and carry its values with us into a new age of respect for human personality?

The answer depends largely on our ability to capture those moments of true democratic living among child groups and make them the rule rather than the exception. If we would do so, then we need to be guided by a third principle: *A good*

*program for children consists fundamentally of guidance in meeting the problems of living.*

Application of this principle calls for the continuous examination of the environment—physical and cultural. The teacher asks himself, "What are the problems that confront these children I am guiding? Have they food enough? The right food? Enough sunlight? Have they the love of a mother? A father? Do they reflect the anxieties of the home? Do they voice the prejudices of the home, the community? Have they the habit of success? Of failure? Do they like themselves enough to like others? What are the resources of the community that I can use to further the growth of these children? What conditions in the community are unfavorable to the growth of children? What can I do about them?"

These are but samples of the many questions in the mind of the teacher as he digs deep to get at the roots of his children's growth. It is the answers to these questions that determine the nature of the program he plans, always with an eye on the pace and pattern of the growth of individual children.

We cannot afford to be trivial. We need to dig deep down to the roots of our culture and re-assess our values. We need to come up from that digging with a fresh affirmation of values, for it is our values that have gone astray. The new age of respect for human personality needs, first of all, a clear articulation of the values from which it will evolve.

**I**T IS A CURIOUS PHENOMENON of nature that only two species practice the art of war—men and ants, both of which, ironically, maintain complex social organizations. While all entomologists are agreed that war is instinctive with ants, not all anthropologists and biologists are agreed that war is instinctive with men. Many scientists claim that the evidence to date is incomplete and misleading, and that man *does* have within him the power of abolishing war.—From "Modern Man is Obsolete" by NORMAN COUSINS in *The Saturday Review of Literature*, August 18, 1945.

# Programming for Growth at P.S. 186

*Not less but more subject matter is learned by the children of a large public school as they explore their neighborhood. Lucy Sprague Mitchell illustrates on three maturity levels how the teachers of P.S. 186, New York City, are developing curricula directed toward the growth of the children. Mrs. Mitchell is chairman of the Bank Street Schools and for the past two years has been chairman of the Bank Street Workshop at P.S. 186.*

THE THEME FOR THIS ISSUE OF CHILDHOOD EDUCATION contains three strategic words — *Programming for Growth at School Through Curriculum Building*. These words, though not new in educational vocabulary, have fairly recently acquired new meanings. Taken together, they stand for new thinking about children and about curriculum—thinking which is changing both the teacher's job and children's school life. In this brief article I shall try to show how a few teachers have built a curriculum; how, through their programming, these teachers helped their children to grow. The illustrations are taken from P.S. 186, a big public school in New York City where the Bank Street Workshop has been working with teachers for two years.<sup>1</sup>

## *What Did These Teachers Have Out of Which to Build a Curriculum?*

First, they had two kinds of official statements—one issued by the board of

education recently and the other years ago. The recent bulletins are a part of the revision of curriculum procedure and practices now being undertaken by New York City. A curriculum bulletin, "Changing Concepts and Practices in Elementary Education," outlines a newer conception of curriculum and curriculum development. In this newer program, now underway, considerable freedom is given to the individual teacher and the individual school in the development of the program for a group of children. Likewise, much emphasis is placed upon the desirability of teachers working and planning together.

Nevertheless, since most of us are inclined toward the familiar, courses of study prepared twenty-five years ago still exercise greater influence than supervisors intend they shall. Most of the teachers were critical of the old course of study in which subject matter is wholly compartmentalized with separate courses for composition, literature, spelling, penmanship, arithmetic, history, geography, speech, art, and all of the other subjects of the elementary school. Yet many teachers followed it as they felt more at home, more confident of their teaching techniques with it than they did with the freedoms given to the teachers in the recent bulletins.

To many teachers these freedoms meant more of the "activity program" which was introduced into the New York schools some years ago. Many still regarded the activity program as something to be added to their schedules and as an interruption of their real job of teaching subject matter and skills. Others had come through to

<sup>1</sup> In September, 1943, the Cooperative School for Teachers, one of the Bank Street Schools, was asked to organize a workshop for teachers which should be directed towards curriculum improvement. The associate superintendent in charge of elementary schools approved the project, as did the assistant superintendent and the principal. Conferences were held with various members of the board of education staff to review the general plans and practices.

seeing that in programming the whole school life of their children subject matter and skills have a real place but can be planned so as to help boys and girls to grow in many desirable ways.

*Second*, the teachers had the immediate neighborhood containing the homes of the 1,700 children who attended P.S. 186, and the street on which they played. It is a city neighborhood. The homes of the children are largely in walk-up apartments with fire escapes zigzagging down their fronts or in a few single houses. There are many small stores, garages, movie houses, poolrooms, restaurants, cheap hotels, churches, a post office, a public library, a fire house, and a few public playgrounds. The neighborhood is linked to the rest of New York by surface electric cars, buses, and two subways; to the faraway by the Hudson River two blocks from the school with ferries, barges, war boats on its water and by the George Washington Bridge with the old lighthouse at its base, spanning the river a little farther north; and on the river banks, the automobile highway and railroad tracks with freight cars from all over the United States.

The neighborhood is linked to the past—to the Indians of nearby Inwood, to Henry Hudson and Robert Fulton, to the early postmen galloping up the Albany Post Road, to George Washington who commanded his army from the nearby heights, to Alexander Hamilton who planted in front of his house thirteen trees, symbolic of the colonies, some of which are still standing.

All city neighborhoods hold much for curriculum building. Modern city house-keeping pervades them all. Everywhere trucks are delivering food to stores, coal to houses and schools; street cleaners are at work; water is running into city sewers; and under the streets, pipes are bring-

water and gas, and wires are bringing light and power to radios and telephones. The faraway and the long ago, as well as the present, pervade all neighborhoods.

Such, in general, were the sources for subject matter out of which the teachers built a curriculum for the children of P.S. 186. How could these curriculum ingredients—formal subject matter to be covered in each year and the familiar neighborhood sights and sounds—be welded into programs for growth? What kinds of growth did we want for our children? What did these children need at various stages of their development in order to go forward to the next stage? What more must we add to the curriculum to meet the needs of these children and to give them a good life in school? These were the questions which teachers and Bank Street staff at P.S. 186 asked themselves.

No two teachers worked out identical programs. The teachers themselves were different in their backgrounds, their interests, their facility in various teaching techniques. The children were different in age and background, and these differences led to different kinds of programs.

The children in each class differed from the children in other classes. But all had bodies that craved action, all had minds that responded with lively interest to some aspects of the world around them, all lived with other human beings—families, classmates, teacher—in relationships which were satisfying or disturbing. Whatever the program, it must give adequate and healthful exercise for bodies, minds and emotions. Healthy growth depends upon exercise. How could bodies be given enough exercise with little play space and classrooms with screwed-down desks? How could intellectual curiosities be sustained or awakened with prescribed subject matter not necessarily fitted to the



interests of these children? How could children be given satisfying experiences? How develop independence and a group sense with forty or so in a class?

From the many programs worked out by various teachers, I have chosen three to illustrate the methods of work by which the above questions were answered.

### *More Progress in Reading When It Grows Out of Experience*

A teacher of a first grade class faced the problem of teaching reading. Early in her program she took her children on a trip—not a long trip for the children were numerous and young and not yet accustomed to trips. Before the trip she found out from the custodian when coal was to be delivered to the school. When the truck arrived, she and the children gathered on the sidewalk. They all watched. The teacher did not talk much. Even the children spoke little. Their eyes and ears were too busy for much talk. They watched the driver grind the crank that raised the body of his truck, take the cover off the hole in the sidewalk, put up the chute. Then the coal began to slide. Subdued noises from the children—not words, just noises like the coal. They watched the driver put the cover over the hole. Now they knew what that round thing was for. They watched the driver climb up into his seat. "Goodbye!" they yelled. Now they knew a driver of a coal truck. He is a strong worker. He is their friend.

Back in the room the teacher did not at once ask the children about the trip. She knows that six-year-olds take a period for digestion before an experience becomes a part of themselves. The next day the children gather for a discussion time. On the board she writes, "We heard the coal." She asks what the coal sounded like when it slid down the chute. A chorus of

sounds follows. One by one, she writes on the board what various children say. With excitement the children read the sounds. They have made up a story! They can read it!

We heard the coal.

The coal said,

"Bang, bang, bang, bang,

Sh, Sh, Sh, Sh,

Bump, bump, bump,"

and so on down the list. That was the first of many charts about the coal.

There were charts about what the children saw in the school cellar—the big pile of coal, the big furnace, the hot glow as the custodian's helper opened the furnace door, the way he shovelled in the coal, the big pipes from the furnace, the little pipe connected with the radiator in their room. Now they knew how their room was kept warm. They could read it over and over.

More charts about what they saw and heard on the East River—little tug boats, barges heaped with coal, big derricks unloading it. Machines and men doing work. More strong workers.

The children dramatized almost everything they saw. They were drivers of coal trucks; custodian helpers; men unloading barges, derricks, tooting boats. Gravel was coal. Blocks were furnaces, trucks, barges—anything.

This series of trips, discussions and dramatic play might be called a unit on coal. It was not, however, an isolated episode. Rather it was a part of a study of home, school and neighborhood on a six-year-old play level. Other workers, other city work entered the curriculum—the scissors grinder who sharpened the butcher's knife and the tailor's scissors, the neighborhood butcher using his sharp knife, the tailor using his scissors, the bake shop, the garage, the milk truck bringing the little bottles of milk which the big children

brought to their room. Trips, discussions, dramatic play, and a whole series of stories about themselves which the children could read. More stories about things the children could not go to see. Some stories out of printed books; some written by the teacher.

In what ways were these first grade children growing as they took the early steps in the difficult techniques of learning to read?

They were growing as *thinkers*. Thinking is seeing relationships. They were seeing the relationships in the world they lived in—their homes, their school, their neighborhoods, their city. They were learning about work and workers.

They were growing as *scientists*. They were making observations and recording them. They were growing by the scientific method of research.

They were growing as *artists*. Their experiences turned into paintings, dramatic play, dancing, stories. They were learning not only by taking in information but by giving it out in their own terms.

They were growing as *social beings*, learning social techniques. A trip is a big social experience. So is dramatic play. So is a discussion. So is creating stories. All these shared experiences helped to build a sense of groupness as well as to develop independence.

All of these growths were a part of the children's total school life. They were not scheduled—one period for bodily growth, one for mental, another for social growth. A child is an organism, and an organism reacts as a whole to a situation. It is only for convenience in our talk that we split these growths into separate compartments. A happy child learns better than an unhappy child, an active child better than a passive child. Reading was a part of a total experience, a part of living, a skill which helped the children to

do something they wanted to do, namely, to record and read a pleasant experience.

### *School Is "Difficult" for Some Children But They Can Learn*

Another illustration of programming for growth in P.S. 186. A teacher of a fourth grade class composed of "difficult" children had as subject matter in social studies, "New York, Now and Long Ago." There were many slow readers and a group of non-readers in the class; there were a number of disturbed, overly-aggressive children ready to fight other children or the teacher. What could these children do *with success*? What could they do *together*? Answers to these questions must be found before they could work, could learn, could care.

This teacher did not begin with the academic subjects in which these children were failures. She gave them things to do with their hands and bodies. She approached her subject matter on a play level. Henry Hudson and his crew sailed up the Hudson (an aisle between the desks). They commented on what they saw—the familiar palisades across the river and the vanished woods where the school now stands. A group of Indians saw Hudson's strange ship floating on the river. They launched their dugout and paddled down another aisle and met Hudson and his crew.

These children who could not read nor write could express themselves dramatically in action. They *were* explorers; they *were* Indians. As Indians they pounded corn into flour; they danced with rhythmic steps to the beat of the drums they had made; they sat in their screwed-down seats, their identities transformed by the masks they had made; they dramatized felling a tree and burning out the trunk for a dugout. As explorers they sailed up the Hudson, dipping up water to see if it



was still salt. At Albany they found the water was fresh and knew that the Hudson was a river, not a strait to lead them to the Far East.

These children made maps. The first map of Manhattan was the whole classroom. Now the children were various kinds of familiar boats that they had seen on the nearby Hudson, and as boats they sailed or steamed around the island. Then individual children painted bright colored islands surrounded by a band of brilliant blue water. How did Henry Hudson get into the river? Each child answered by painting in the bays which join the ocean. How did Hudson sail up the river to Albany? Each child extended the river to the edge of his paper.

Then, as a group, the children modelled a big map of Manhattan as it is today. They put in P.S. 186, their homes, skyscrapers, bridges, docks, markets, stores. With tiny boats they played the harbor and river traffic. The bulletin board began to be crowded with pictures of real boats, real bridges, real buildings which the children had found and brought to share with the group. The class showed their modelled map in assembly and explained how the boats brought the city food, coal, sand and stone; showed where the ferries ran, and where the war boats anchored.

On small cards, the teacher printed the words they were learning in the stories she read to them and were using in their play. One set of cards had words referring to the ways of living in modern New York, another to the ways of the early Dutch, still another to Indian ways. The teacher made new sets of cards as the program proceeded. They played Bingo with the cards. They loved the game so well that they always included it when they planned the day's schedule. They loved the spelling period; they loved drill!

History, geography, reading, writing were seldom labelled. But they were all in the program. What had this teacher added to the subject matter of the curriculum? She had added activities that the children could do with success—crafts, painting, modelling, carpentry, dramatic play. She had added her own study of these children and her deep concern for them. Such things, too, are ingredients out of which a program for growth is built.

### *From the Present to the Past and Future*

One more illustration of programming for growth in P.S. 186. This was a sixth grade class but many children were over-age. What could American history mean to adolescents who had found street life more interesting than school life? What could civics, what could democracy mean to children whose standards, whose play was largely influenced by movies of gangsters and whose adventures had often led to encounters with the law?

The teacher began with here and now American history—the life of the community where the children lived. The principal of the school wanted a map of the school district recording block by block the house numbers, many of which had been recently changed. The class undertook the neighborhood survey which such a map entailed. Many of the children worked after school by themselves or with their tireless teacher. They began to discuss what they had seen—the kinds of living quarters in the district, the kinds of stores and public services. From these discussions developed a large pictorial map of the district.

The children became curious about what went on inside some of these buildings. The teacher arranged trips—not only to fire house, police station, and tele-

phone buildings but also to settlements, clinics, YMCA and YWCA centers, clubs, housing developments, nursery schools. The class was invited to swim in a swimming pool—the boys one afternoon, the girls another. They visited a children's court though this was not in the neighborhood. Nor was it a new experience to all of these children.

Discussion of all these neighborhood and city sights led in several directions. How had this neighborhood grown into its present pattern? The children plunged into history, at first local history. But they soon discovered that their neighborhood was an outgrowth of large social and economic movements through which the United States had developed from the past to the present. History took on meaning. They discussed what present situations were responses to war needs; what developments were undesirable and should be done away with.

Gradually from their own experiences they formulated standards for the community. Among the community needs which were not being met but which bulked large in their thinking were housing developments, nursery schools, play opportunities for children of their own age—not just playgrounds but swimming pools, brass bands, carpentry shops.

That these children knew the neighborhood "gangs" was shown by the play they wrote. Their two gangs have a street fight, are arrested by a policeman who wants them "sent up the river," are tried at a juvenile court where neighbors testify against them, and are finally put in charge of a probation officer who makes an eloquent closing speech in which she says that the community is partly responsible for these gangs and their misdeeds since it provides neither play space nor interesting occupation for its boys and girls.

Two large maps developed—one a section of the school district as it now is, the other the same section as the children would like to see it. On these maps stood a hundred or more small clay buildings. The first map, modelled from the world they knew, showed fire escapes down the front of walk-up apartments and tiers of clotheslines with fluttering wash from the windows in the rear yards—little open space, no trees. The second map, modelled from their vision of a future, showed a housing development with buildings radiating from a center to insure light to all. Around the grounds they placed tiny sponge trees, a wading pool beside the nursery school building, a ball field near the clubs for boys and girls. They painted the windows of the building with phosphorescent paint which glowed in a darkened room with realistic cheer.

The class discussion, however, ranged beyond these physical improvements which could be expressed in their map. Unemployment and discrimination in hiring had been experienced by many of these children through their parents. War, too, had a personal significance to them. Many had fathers in active service; many had fathers or mothers in war industries. An historical approach to these present-day problems helped these children to better understanding of the present harsh world in which they lived.

These children absorbed facts about history-geography-civics as a hyphenated study. Many of them developed an eagerness in writing. How? Not merely through exercise of bodies, minds and emotions, but through what might be called exercise in living. In analyzing the world they lived in, they became participants in their community in constructive ways. They were also projected into the future as participants.

*(Continued on page 205)*

# Individual Growth Through Curriculum Planning

*Three children have problems which need time and planning to correct, but the results bring growth to both individuals and groups. Miss Rutledge, principal of the Brooklyn Ethical Culture School, illustrates through Rosalie, Herbert and Dan how their specific needs were met through curriculum experiences.*

**A**N OLD GARDENER SAID QUIETLY, as he moved some delicate iris into a new place in the sun, "Not all flowers grow the same way, at the same time in this bed. Some need more food and air, and some need transplanting. These yellow flowers must be moved away from the strong blue-purple ones or they will disappear. We need more yellow in the garden. It brings light. It brings the sparkle!"

How much I thought about the old gentleman and his flowers as I began to write about Rosalie, Herbert and Dan, to show what is being done in school to help children mature as they should so that the light, the sparkle will not disappear.

## *Rosalie's Reading Problem Was a Food Problem*

Rosalie, fair-haired, jubilant, eager to come to school, entered the first grade wanting to read the first day. Her brief case was filled with a notebook, a box of crayons, and pencils with her name on them. She was beautifully and appropriately dressed and her entire preparation for this adventure showed loving care. Her big brother had come to this school,

the public building was respected in the neighborhood by all of the residents, and adjustment for Rosalie should have been easy.

During work periods she was busy and happy. Rhythms, play periods, and neighborhood walks found her eager, well informed, and curious. Her chronological age, mental age, and stability showed that she was ready to read. She enjoyed composing charts, reading them, and making pictures for them in free time. In spite of the fact that she had no nursery school or kindergarten experience, she made a good adjustment in the early months.

When group reading was begun and preprimers were given to several groups, life seemed complete and Rosalie said, "At last I am working at school." A book meant real work to her and although she was disappointed at not having a "hard-back book" she was pleased to have a book of her own. She was happy to wait to have it charged to her by the teacher-librarian. She was responsible and enjoyed accepting responsibility, but her joy did not last long.

The three members of the group to which she belonged were her friends. She liked them and chose to play with them outdoors. She was happy to read with them for a while, but shortly reading periods became more and more difficult. She attended less to the book and concentrated more on annoying her neighbors. She pinched them just a little while pretending to help them. Her eyes were



never on her own book, and she lost the sparkle and the charming eagerness with which she had come to school. Life for her began to be one of boredom, and for quite a long time, one of misery.

Why this change? The teachers conferred several times. They consulted the nurse and then Rosalie's mother was asked to come to school. Health records were incomplete and although Rosalie could see the large type on the charts and was aware of colors, shapes, and materials during work time, her health chart showed that all members of the family wore glasses. This was a place to begin. Could Rosalie see the smaller print of the pre-primer; were there some reversals which were not evident until the finer muscles were used? Was Rosalie suffering from the same eye difficulty as were the members of her family?

Her mother was an older woman. She was hesitant about coming for a conference because she feared that she would have to discuss facts which were very distressing to her. She feared that she might have to discuss her older boy's fate, as she expressed it. She was familiar with psychological and remedial reading terms but they had little meaning for her. The procedures which she associated with these terms had not helped her boy and he was in a special class for slower children.

The conference began with a discussion of eyes. The history of the unusual eye difficulties in the family was revealed and a report of the findings in relation to Rosalie. The mother said that she would do everything which we would suggest. She would take Rosalie back to the pediatrician for another complete physical examination. She would go to the reading clinic and ask to have eye movements checked and see the results recorded by the machines. She would take Rosalie back for correction if necessary.

Just as the conference ended and the teachers and nurse were in the hall the mother turned and asked, "But in the meantime can you make Rosalie eat? She hates food. Her grandmother and I sit beside her at breakfast and coax, beg, and plead with her to eat. We play games with her about seeing the bottom of the glass of milk, and we pay her when she has eaten more than half her egg. We take her on picnics and she gives her food away. She bribes the children to drink her milk if she eats in the cafeteria at school. She must eat so she can learn."

The mother's comments were made in a tone of desperation and accompanied with tears. This information was most important for Rosalie's welfare and threw new light on our planning for her. How we wanted to ask why Rosalie had not been sent to kindergarten where she might long ago have been helped with her eating problem. In kindergarten it would not have been confused with reading.

But there was no time to discuss how things should have been. The pediatrician reported that Rosalie had had very great difficulty with food. Little had been done to encourage her appetite for citrus fruits and she had been made to drink cream because of her mother's anxiety that she would not gain weight. Here was a six-and-a-half-year-old girl who ate and drank almost nothing all day and we were expecting her to concentrate on reading.

A program was worked out with her doctor. The school, the mother and the grandmother, who was most difficult, agreed on the procedure. The difficulty with reading could be approached later when Rosalie's nutritional status had been improved. To help her want and like food and to enjoy her meals became our goal.

Rosalie's teacher ate with her in the school cafeteria and made sure that the meal was a pleasant one. She was placed

at a table with children who ate well and when she wanted to discuss her food instead of eating it, she was reminded quietly to finish her lunch. It was necessary to remind her many times at first but she was never nagged. She was commended as were the other children when all her food had been eaten.

Soon she began to ask for milk which was given to her after she had tasted all her food. She was encouraged to taste all foods except peas and spinach which she said she hated because they were green. It took her many weeks to progress from tastes to teaspoonfuls and several months before she ate as much as a tablespoonful of any food.

Rosalie gradually gained in weight and lost her aversions to food. One day she said that it was not the green color of peas and spinach she hated but an experience she had had with spinach. She had regurgitated it while eating it in a restaurant. This experience had embarrassed her greatly and she had feared regurgitating food from then on. For this reason she had refused to eat. The fears and tensions of her mother had exaggerated the situation and many family scenes had followed. The son's transfer to a slower moving group had added to the mother's concern and shame. Now Rosalie's reading difficulties were the last straw. It was the latter difficulty that led to action in Rosalie's behalf.

After Rosalie had begun to eat and was enjoying her food, she soon asked to try reading again. Individual help had been given her for a number of weeks to make sure that she could join her group without embarrassment. She spent extra time reading additional preprimers, joined her group and was able to move along with them.

While Rosalie was being helped with her food difficulties at school, the nurse and the doctor spent much time with the par-

ents to help them to understand the older boy's physical and mental limitations. As understanding developed and the situation was accepted, the family became happier. Although Rosalie will probably always have some reading difficulties, she will make a place for herself in her group and will not be different because of her food aversions.

### *Herbert's Curriculum Needed "Stepping Up"*

Not all needs are as tangible as Rosalie's. Herbert was hungry but not for food. He was a failure at the end of the first grade. The teacher brought him into another first grade room on promotion day and told the young teacher quietly that Herbert was odd. She told the teacher *quietly*, but Herbert knew what she was saying even if he didn't hear!

Promotion Day! But Herbert was a failure. A failure at six-and-a-half years old when he hadn't had a chance to begin. Promotion! The other children were happy and gay. They didn't know much and they hadn't worked very hard, but they were going on into 2A, and some were going into 2B.

"I know a lot of things about birds, insects and moths. I am big. I can play ball." If only Herbert had mumbled less on that day. If only the school had been wiser, he wouldn't have been bored all winter and miserable all summer about going back with all "the little kids."

His understanding mother came to school very promptly in June when she learned about the demotion, but the teachers were not there. She, too, had to wait and suffer through the summer knowing all that she knew about the large, sullen boy with one brown eye and one blue one. But she waited, and after school opened she came to talk with Herbert's new teacher.



The facts were few but very pertinent. The father and mother were both college graduates. The father had finished college at eighteen and was a successful chemist. He had spent a great deal of time with his only boy, helping him to use his large, uncoordinated, ungainly body in a better way. They swam together, they went to the gym, they played ball, they worked in the laboratory, they read the newspaper *together*.

These facts had been told when the child was enrolled but the school authorities had thought an ambitious mother was trying to get her big boy into a more advanced group. Herbert hated the baby stories in the primers, he was bored when taken on short trips in the neighborhood, and he was not happy when put at the end of the line because he was big. He was bored because he was not using any part of himself. He told the teacher he couldn't read when it came his turn to read and as the days went by he was more and more difficult, until he *failed* the first grade.

The new teacher listened and believed in the mother. She observed the boy carefully and began to work on Herbert's needs right away. She knew, too, a great deal about insects, plant life, balanced aquaria, and water displacement. She and the librarian hunted for interesting, simple science books which she thought the boy would enjoy. "That's baby stuff," he said when she gave him the simpler ones. She showed him the pictures, told him to read one book and said that she would help him with any words he needed. When he finished reading the book he was to decide if it were "baby stuff."

He read the first grade book and of course was lost in the content because it was factual, scientific, and the thing he liked best. He handed the book back and said, "I didn't know eleven words."

"Show them to me." The teacher told him the words and a new book was handled the same way.

Days went by and although he was an individual and not a group member he was less difficult because he was using his mind. He was being fed mentally. The principal became interested and asked to have Herbert tested at the hospital clinic. The test results placed him in the gifted group.

After several months of work with the understanding teacher Herbert progressed rapidly. He was placed in a group where his intellectual ability would be challenged, where the teacher understood "big boys" who wanted to be friendly but who needed help in knowing how to play with older boys who were often smaller but of the same mental age.

And how Herbert's father helped! Herbert's group, his friends, went *together* to play ball, to the gym, and into the big laboratory with Herbert's father. The boy found himself and found his place in the group, too, because his father knew that finding one's place in the group is important. The father had had experience with changing groups. He had been eighteen when he was graduated from college.

### *Dan's Speech Problem Is Met Through Dramatics*

Dan's needs were evident early because they had to do with faulty speech patterns. His oral reading came slowly because he was shy and did not wish to disclose his speech difficulty to his group. His work habits were good; he was industrious, attentive and eager. His silent reading and his workbooks all showed he had ability.

In order to help him mature fully, he was given individual reading help with a special, remedial teacher. She observed Dan carefully, encouraged him a great

deal, helped him to feel comfortable and relaxed and worked on fundamental habits of deep, full breathing and correct placement of tongue to pronounce consonants. Little of this was needed, however, and several other children with speech needs were added to the group to help them all grow more comfortable with each other. Group procedures were followed and all of the children began to lose baby speech patterns, their high pitched voices, and to be more relaxed and less tense when speaking or reading.

The father, interested and eager to help, took Dan to the speech clinic at the university close by. The head of the department advocated no special speech work but asked that the boy not be over-stimulated but encouraged to talk without calling too much attention to his difficulty.

Several years went by and Dan grew in popularity. He was able in his academic work, fine on the playground, beautiful in dance, enjoyed dramatics but didn't want "a speaking part." He liked his costumes but preferred a dramatic entrance or a special assignment with the lights or the curtain. The teachers were very aware of Dan's needs, and knew that he must not be hurried. They knew he was getting real satisfaction because the children loved him dearly. He was the recognized leader of the group, and he usually was wise in his leadership. He was voted president of the class several times but he always declined. It was a long time before he would accept any office. He had lost some of his shyness but he was still modest and hesitant about being in front of the group.

The children began to play "Peter Pan" in dancing class, and when the story was read to them later Dan was called Peter, a popular girl became Wendy, and the play tumbled into being! The children worked diligently to prepare the play for

all of the classes in the building. When the teacher wanted to avoid strain by cutting some of the lines Dan asked that they be retained and learned them all. How he understood and laughed at the delightful humor!

Then performance day came! What would happen to speech patterns? How would Dan maintain his poise before the eighth grade, before the staff and before his family? Dress rehearsals were fine. One hurdle after another was surmounted, and then the final performance. His father, mother, and even his big brother from a high school came to see the play. "Peter" didn't hesitate, and Dan was "Peter." It was a day of triumph. It was the beginning of living without fear.

### *There Is Time Enough*

One could go on and on with more stories about the children, but as these words are recorded a note in the background keeps coming closer and closer—time, time. Where is the time for all of this? We believe in helping children. It is fine to do everything one can for one child and then another, but what shall we do about the Alans who can't spell and the Janes who can't subtract? What shall we do about the twenty-five or forty-five other children in the group while we are helping Herbert and Dan and Rosalie?

It will not be possible to give every child an endless amount of time, but many children do not need it. They need understanding, they need to be believed in, they need to be helped so that they can develop at their own rate. They need to be loved. If one's philosophy of education is sound, if one adheres to the principles of unity and continuity, if one understands and embraces the real principles of growth, then many children will be reached and we can be confident that "where one is fed, a hundred can dine."

# Social Growth Through the Curriculum

*The interaction of the individual and the group in the achievement of social growth is illustrated by M. Virginia Parker in her story of Willie, Edith, Margaret, and Council. Miss Parker is the teacher of the group, a second grade in the Elementary Laboratory School of Montgomery State Teachers College, Montgomery, Alabama.*

WILLIE, EDITH, MARGARET, AND COUNCIL were in the second grade with twenty-five other eight- and nine-year-olds. On the first day of school these children climbed six stone steps to the front entrance, walked through the black mahogany-varnished hall, and entered their room to the left. It, too, had black mahogany-finished woodwork, but the morning light and sunshine streamed in through six tall windows extending the length of one side of the room.

Under the windows were open lockers painted blue with red edging. Blackboards lined the other three walls. Near the blackboard opposite the door was a tall seven-shelf blue-painted bookcase. To the right of it was a similarly painted sand table. The teacher's desk was in a far corner. Four various sized tables and chairs formed a semicircle in the center of the room. A door near the windows opened into a combination cloak closet, improvised washroom, and a storage place for supplies and tools. The room was large—so large that it made the children seem small.

It was in this room that Willie, Edith, Margaret, and Council were to start on many explorations of their world, participate in solving many of the problems

they were to meet, and in doing so learn to like themselves and the other children better.

## *Social Relations Among the Children as the School Year Starts*

By the third day of school the children had already voluntarily brought pictures of dogs, cats, children, movie stars; magazines, and even toys to show and give to the teacher. Some of the children showed the pictures to the group. Others came laden with notebooks bulging with all kinds of colorful pictures.

"What shall we do with so many pictures?" the teacher asked. "We cannot possibly have time for each one to tell about his picture."

The tallest girl in the room suggested, "Let a committee put the pretty ones on the wall. They will look nice there."

Council, the unanimously elected chairman, with two others picked out pictures which were mounted, approved by the group, and then placed on the wall. While the children were getting tacks to put up the pictures, Willie shuffled through them, soiled one of the mounted ones, and tore another.

"Look what Willie did! He's spoiled the pictures!" mourned the children as they showed the damaged pictures to the teacher. "He is always doing things like that. He's bad."

"What else can we do to make our room pretty and more comfortable?" questioned the teacher.

Two girls immediately volunteered to bring plants and the very next day several children brought six different plants and several packages of seeds. Thus we launched



into a project to beautify our room and talked about our need for pots, paint, and soil.

Margaret shyly put a package of nameless seeds on the teacher's desk before school. She refused to report her contribution to the group because some girls giggled about her faded sweaters and too-long skirts. The boys yanked her dress, pretended that they wanted to sit beside her and then scrambled away as fast and as noisily as they could. Some of the boys thought Margaret was "funny-looking" because she was so very thin and had such a long neck. Her face was a small pointed oval and her eyes were set close to the bridge of her nose. As one boy pretended he wanted to sit beside Margaret another boy punched his playmate and yelled loudly enough so that Margaret and every one near could hear: "He likes Margaret! Margaret is his new girl friend! He wants to sit next to Margaret! Margaret said that she likes him!"

Willie, too, did not belong. When the children grouped themselves into committees for various jobs, no one wanted to be on a committee with Willie.

"Willie is bad," said the boys. "He wants to do all the good parts himself. He fights with you all the time."

"Willie is so bad," some of the girls agreed, "that he has to be punished all the time. Even his big sister upstairs says he is bad."

Willie, who has sparkling eyes that cloud quickly in anger or shine radiantly in pleasure; has one tooth missing in the center front of his upper row of teeth; is trim and small but wiry, strong, and quick; wears clothes that are a size too large, retaliated by being tough and bullying. He rocked his chair first on two legs then on one leg, balancing himself with his feet on the table. He chunked his tablemate's pencil on the floor and held his

foot on it when she reached for it. At other times he spread his knees on either side of his chair so that the little fat girl next to him could not pull her chair under the table. During outdoor play he broke through the girls' ring games, bumped into the boys, threw stones, and then skipped away laughing and jeering before any of them could touch him.

Councill, the acclaimed leader of the group, refused either to work or to play with Willie. One day when Willie attempted to join the Indian war play, Councill with his brown eyes flashing and his round face shiny from exertion shouted, "You're not playing with us. Leave us alone."

The other boys gathered near their leader and reenforced his demands by yelling, "Go away!" or, "I'll bust your head open!" or, "We don't want you!"

Willie jeered, "I don't want to play with you no way." Then Willie went off alone and washed the tin cans which had been collected from the dining room to use for plants. When he finished, the cans were shining and clean without a streak of red mud or dirt. There was a sparkle in his eyes when the work was praised.

As the group discussed where soil might be obtained for the plants, Councill asked if all of us could go for a walk and get some "white mud."

"Some people in the country eat it like candy," he continued, "but we could make things with it."

Since Councill was not only the undisputed leader of the boys but also the secret "boy friend" of many of the girls this suggestion was accepted immediately without question or hesitation.

"If we use our time hunting for 'white mud,' what will we do about the soil for our plants?" reminded the teacher.

Finally the group decided to look mainly

for black soil but also to bring in any other kind of soil it saw. Willie and a girl were the only two who knew a place not far away where we could get "white mud," red dirt, and two kinds of black soil. When the girl was asked if she would like to lead the group with Willie, she accepted without a moment's hesitation. Willie was excited and radiant.

Then came the trip. Willie and the girl led off over the fields, down by a brook and unhesitatingly to the spots where red, white, and black dirt were found.

### *Group Relationships Show Changes*

For a week Willie was cooperative—punched no one, fought with no one, threw no stones when other children refused to let him play. Instead, he sought adult approval for his accomplishments.

"See, this is smaller than this," explained Willie to his teacher as he pointed to the several lines of manuscript writing in his notebook. The first line was sprawled and uneven, while the second and third lines were even and well spaced.

But soon Willie was again bullying children. One day after school he jabbed a girl with his pencil, left his notebook under a tree, and ran home. The girl did not say, "Willie is bad." Instead, she grinned. "Willie will have to ask the teacher for his notebook tomorrow. I'm going to give it to her." She was growing into the realization that the individual is responsible to the group for his behavior.

The bucket of clay became the stimulus for scientific investigation. The teacher poured water on the clay when Councill cried out loudly in dismay, "You'll ruin our clay!"

"Oh, no, I won't. It needs washing. Come here and look at it. See the stones, dirt, and trash in it," said the teacher.

"It's too wet," insisted Councill. "It won't stick together."

The other children were not sure that the clay could ever be used. In the meantime Margaret, especially, had much fun swishing her hands in the soupy mixture and picking out trash. Councill, the selected chairman, watched the clay each day and discovered that the water went away and that the clay did stick together. His eyes widened questioningly as he poked around in the bucket.

"What happened to the water?" he asked.

"Somebody poured it away," he answered in the next breath.

"It leaked out," said Edith.

"It is in the bottom of the pail," said another.

The children found no water under the clay. It was then that Councill guessed that the water went into the air.

Experiments were performed with wet handkerchiefs to discover what caused the water to go into the air. Willie and Councill were asked to work as partners. They completed their wet handkerchief experiment successfully and discovered that the air dried Willie's handkerchief first.

The group was excited and somewhat unbelieving when they experimented attempting to make clouds and rain. When the mist formed on the cold plate above the boiling tea pot and the drops of water began to fall, all of the children surged closer so they could get "rained on."

Even Margaret, the thin, undernourished child who usually stood on the outer edge of the group, moved closer "to be rained on." She, too, wanted to participate in activities the other children enjoyed.

At recess the same day, Margaret hesitatingly asked the teacher, "May I take the lunch money?"

Although Margaret longed to share one of the numerous jobs in the room, she did



not volunteer in the presence of the group. However, if the teacher asked her to be on a committee she readily accepted and worked earnestly. She also worked seriously with her notebook and was pleased when a page was approved. She received many approvals, for her notebook was always neat and orderly. But Margaret had not yet reached the point of easy group participation.

Meantime, the development of skills in reading, arithmetic, and language moved steadily on. The library books which were loaned by children to the class or were borrowed from the school library were available for anyone's use, provided he handled them with care and read without disturbing anyone. Two children might read to each other. Sometimes they told stories to the group. At other times they selected books which they asked the teacher to read to them at rest hour.

Scrubbed ice cream pop sticks helped the children solve problems as they built up or took apart groups of ten. Each child's notebook was a record of his accomplishments.

Edith was one of the children who experienced difficulty in understanding and recalling the addition and subtraction combinations. When she did not solve a problem correctly, she made her tablemates very unhappy and disgruntled by grabbing all of the sticks and viciously scratching and biting anyone who tried to move any of them. When the sticks were put back for everyone's use, Edith pouted and sulked. If any child approached her, she snapped and grumbled answers. The children soon noted her sulking moods when she could not do as she wanted and they teased her, calling at her, "Baby with her mouth poked out."

No matter how furious Edith became, she was eager to participate in group activity. One day she asked to pass sticks.

"Do you know how to pass them?" she was asked.

"Yes'm," she smiled all ready to begin.

She put the sticks on the first table and as Willie grabbed half of them for himself, she started to fly into a rage, checked herself and turned toward the teacher. Willie put the sticks back. Edith, satisfied, distributed the rest of the sticks. She had taken one little step forward in solving a problem without a display of temper.

Willie was gradually responding less aggressively toward his classmates. The group, too, was becoming more ready to accept his ideas and opinions. When Willie, conscious of waiting his turn to speak, advised another boy that it was not his turn and that he was wasting our time, the other children agreed.

Willie brought a long clothesline to school. Sometimes the girls and boys jumped rope with him. At other times two boys who were fast becoming pals with Willie galloped around the buildings, up and down the sidewalks, and in between the trees playing horse.

Alabama weather in late October and early November is brisk and cool so that Willie, Council, Edith, and Margaret like to run fast, jump, and play vigorously. One afternoon Council suggested baseball.

"I play all the time with my brothers. I can beat them hitting," he said.

At first the girls refused to play because baseball is a boys' game.

"Do you like to play baseball?" asked the teacher.

Two girls replied that they liked the game but the others had never played baseball.

"Then we will learn the game. If you like it, you may continue to play it. If you don't, then you may choose another game to play," advised the teacher.

The girls were shown how to throw,

catch, and to hold the bat. Some of the girls liked baseball so much that they challenged the boys to a game. The girls won! After that day, baseball was a favorite game and was played frequently. Margaret learned to hit fairly well, but she did not want to continue to play. Edith caught well. Council caught, hit, and threw quite accurately. Willie was one of the fastest runners and one of the best hitters. The boys chose Willie as their captain twice in preference to Council. This was the first situation in which Council was opposed and replaced in group leadership. It was the first time that Willie was wholly accepted by the group. Council did not resent Willie's leadership but cooperated willingly and wholeheartedly with him.

#### *Willie, Council, Edith, and Margaret Share in Homemaking*

Spring had come. The class planned to build a home for the dolls and at the same time to prepare the flower bed for spring planting. Some children made plans for the house while others levelled and chopped the garden. There was much activity. Stacks of books with pictures of exteriors and interiors of homes were collected. Trips were taken to look at houses and to the carpenter's shop. Margaret volunteered to bring the nails. This was the first time she had offered to participate in a group activity.

Our brick house which was tall enough for the teacher to stand in was built in a corner of the room and was furnished with chairs, stove, divan, bed, tables, and a dresser. Willie, Council, and another boy asked if they might form a committee to construct a piano for the living room. Edith supervised the pasting of the flowers on the paper curtains. Willie showed the other children how to make bricks on the red paper outer walls of the house. When

the corrugated paper roof was placed, the house was complete.

The children lived in the house. The front door opened into the living room. The door facing the front door opened into a little hall. To the right was the bedroom; to the left was the kitchen. Directly in front was the bathroom. Edith was the mother. Margaret was the daughter and helped the mother sweep the rooms, arrange books in the bookcase, cook, and sit in the livingroom entertaining club members.

#### *They All Grow Through Helping Living Things to Grow*

The sun was growing too warm for jackets and sweaters. Willie and Margaret kicked off their shoes and played in bare feet. The garden which had been ploughed, enriched with manure, and levelled was ready to be planted. The seeds—marigolds, zinnias, nasturtiums, and poppies—were planted and soon were green, healthy seedlings. But the nut grass grew, too. The children liked to chop and pull weeds in the garden. And again, Margaret volunteered to help.

One day while the children were uprooting nut grass, Margaret found a fat, white worm. Some of the others found an earthworm, a bug which curled up like a ball, and an empty cocoon. All of the findings were exhibited and reported to the group. When the teacher asked Margaret to give her report, she held up the jar containing the worm and in two sentences told where she had found it.

Interest and curiosity were aroused in these living things. Council asked the librarian for books. Children began bringing jars with all kinds of insects. Margaret discovered a book in which she found a picture of a grub as he turned into a May beetle. She asked if she might show the book to the group and then

leave it in the room library for a while. Little by little Margaret was gaining confidence in her ability. Twice she had made a contribution in the presence of the entire group. The children, too, were friendly toward her. The girls no longer giggled about her and the boys no longer teased her.

The flowers soon needed transplanting so that the plants could grow larger and produce full, beautiful blooms. Margaret's unnamed seeds proved to be cabbages. There were enough sets so that each child took home fifteen plants to replant in his own garden.

About the middle of May the flowers yielded enough blossoms so that each table had freshly cut flowers daily. The garden was the children's pride. If anyone's ball rolled into the garden, some second grade youngster would be sure to yell, "You are stepping on our flowers! Get out of our garden!"

One morning Edith looked out of the window a long time. Then she said thoughtfully, "Our flowers are some pretty."

### *Shared Activity Essential to Social Growth*

This story of four different children living in a group has tried to illustrate how the curriculum can provide the means whereby children develop in social relationships. Each in the beginning participated either overtly or passively in the group activity; each was either accepted or rejected by the group and each, in turn, responded to the acceptance or rejection. Willie blustered aggressively and pushed others around. Edith sulked and pouted

when anyone thwarted her activity. Margaret slunk away. Councill assumed complete leadership. And the group's standard of acceptance or rejection was based mainly on how a person's clothes looked or on his physical beauty or lack of it.

This group needed to develop a sounder set of values by which they judged each other. They needed to accept Councill's leadership not merely on the basis of good looks but because he was fair in play, could get up grinning when a "cowboy" knocked him down, could solve problems. They needed to stop making Margaret the scapegoat because she "looked funny"; needed to be less sure that Willie was "just bad"; needed to learn that there was another side to Edith than her temper and pouting.

How could the values of these children be developed? A person can better know the taste of an apple if he eats the apple, better recognize the smell of burning leaves if he smells leaves burning, better describe a locomotive if he scrutinizes it carefully. Children can better appreciate how a person works and what he accomplishes if they work together. Therefore, the curriculum, whether it is planning a trip, developing skills, beautifying a room, or cultivating a flower bed, *must provide opportunity for shared activity* if we would help children grow toward social maturity. The teacher guides individuals in accepting jobs and accomplishing the jobs successfully; she guides the group in the evaluation and approval of the accomplishments of its members. Gradually values based on the worth of the individual's contribution evolve, and the individuals grow in their ability to get along with each other.

**T**HE KIND OF GOODNESS which we see most often in the schools, and the one at which we are or should be aiming is the goodness of sharing, of mutuality, of cooperation, of group planning. We must increasingly see that on the playground, in the classroom, in the community, constant emphasis is placed on doing one's share, on taking one's turn.—EDGAR DALE in *The News Letter*.





*What and how does the six-year-old learn in a city environment? Dorothy Stall tells how the curriculum of one six-year group "expanded their world both within and without themselves." Miss Stall is a teacher at The Little Red School House, New York City.*

**E**VERYTHING ABOUT A CHILD is ready to grow. This growth can be encouraged or stunted by the environment which adults provide for him. A curriculum is a living and active environment. As teachers we are able to condition this part of the child's environment for or against his fullest development.

A curriculum which is most conducive to growth is one which the teacher and the children build together. But the teacher's role is a very important one. She must be guided by aims based on sound research and experimentation in the field of child development.

As we plan our curriculum with the six-year-olds, we are guided by the following aims:

## Being "Six"

To give the child a feeling of security and freedom from fear in his relationships at school.

To provide experiences which will gradually broaden his small world and give it more meaning.

To help him rely more and more on himself and on his own judgment in areas where he can take full responsibility.

To guide him in forming solid friendships with his contemporaries.

To help him enjoy creative work and to know that his own expression of what he sees and feels is of greater value than anything he could imitate.

To create the kind of democratic atmosphere in which he feels free to express his agreements and disagreements with adults and other children, and in which he can understand that rules grow out of living together, both in the classroom and in the school as a whole.

To help him gain a sense of his value to the group.

To provide the guidance and facilities necessary for him to develop skills appropriate to this age—manual, rhythmic and language.

### *The Child Learns Through His Own World*

With these guiding principles in the background of our thinking we start with the child's own life and we try to build on the experiences he has already had, as well as on those of the present. As *Fours* and *Fives* the children have explored their school building, the immediate neighborhood, the pet shop, the stable around the corner, and so on. By six the children are ready to go much farther afield.

The direction in which they go in their explorations is guided by their initial curiosities and what develops out of them. Since Manhattan Island is their immediate world, that is where we usually start. Sometimes summer country experiences



By DOROTHY STALL

## In the City

are most vivid, and these are followed up. Although the plan each year is to discover in a general way that Manhattan Island is an island, with all that this involves in the way of boats, bridges, and tunnels, each new group of children responds in a unique way to what is going on around it.

Learning by experience means going to see how things are done, and then experimenting with ideas and memories back in the classroom. Thus our curriculum is based on trips, whether just around the block, to another classroom, or to the ends of the island.

There is no cut and dried age range for trips. Many activities which make people "stop and look" appeal to children of all ages. This year we were especially fortunate in that our historic Minetta Street was the scene of a number of important operations, setting the Sixes off on a trail of exploration which led into the depths of the earth, and even to the end of the "Big Inch" pipeline which brings oil from the middle of the United States.

### *Explorations Begin With a Furnace Cleaner*

The first dramatic experience came as fall furnace cleaning got under way. The children summed it up later as follows:

#### THE FURNACE CLEANER

There is a curved street near our school. Sometimes we walk on it on the way to playground. We saw a furnace cleaner there and it was cleaning out a furnace. It looked like a big white bag, shaped like a sausage, and it was very big because there was lots of air in it.

We made a furnace cleaner out of blocks, and we took a big sheet for the bag on it. We took two long round pipes (cardboard) and one end led into the bag, and the other



end led into the house, and we put an electric fan in the furnace cleaner, and we put sawdust in the house, and the fan picked up the sawdust and blew some into the bag.

The building of the furnace cleaner was a joint undertaking by the teacher and the group. It grew out of a lively discussion in which the children tried to figure out how it worked and why the bag was flat when we returned from the playground. The men in charge gave a brief explanation and a glance into a science textbook revealed the cross section of a vacuum cleaner which works on the same principle as the furnace cleaner.

Just after a child had offered to bring an electric fan to use in making our furnace cleaner experiment, we discovered a very large cardboard tube discarded in the downstairs hall. The tube was so obviously just the thing that it was one more stimulus to making a large experiment, and many children were delighted to help.

The most difficult part was making the block compartments airtight. There was much stuffing of paper in the cracks, especially around the pipes, where the curved blocks did not fit easily. After the cracks were filled, a second wall of blocks was added to keep the paper from blowing out of the cracks.

At last the extension cord was attached, the long flat bag of muslin lay inert on the floor, and the breathless moment arrived. The motor hummed and delighted screams filled the room as the big white bag gradually swelled until it was as plump as a frankfurter.

Following our furnace cleaner experiment, a leading question as to why furnaces have to be cleaned led to a talk with our building superintendent, a trip to our own oil-burning furnace, a peek at the oil tank, and the tracing of the many pipes in the cellar to their beginnings and ends.

### *"Home Work"*

The children were asked to visit their own furnaces at home and find out what kind of fuel they burned. They took this assignment very seriously. So did their parents and building superintendents. Every child came through with an answer. One brought back a note saying, "Our furnace does not burn fuel; it burns coal."

Simple assignments of this kind do much to help children feel they are growing up both in their own eyes and those of others. Since we do not teach reading and arithmetic and writing until the children are in the seven-year-old group, they face a certain amount of criticism from their friends attending other schools, who are learning to read. We explain that they can learn these subjects much faster when they are seven, and that we are saving that extra time for trips. They are proud to be given "home-work." It classes them

with their older brothers and sisters, and they are relieved to know that they are not just playing but are learning many important things.

The parents are asked to write what the child tells at home about each trip. These stories are read back to the group at discussion time. In addition to regular discussion periods, there are informal discussions each day between work-period and clean-up, when the children may show any interesting thing they have brought from home, or relate something that has happened. This provides for natural and easy expression and forms an important bridge between the home and the school.

After our trip to the oil-burning furnace we phoned the oil company and discovered where the oil comes from and how it reaches the school. Because of wartime restrictions we could not visit the storage tanks in Brooklyn. The alternative was the old-fashioned kerosene lamp which afforded dramatic contact with at least one form of oil and its burning habits. This was explored fully by touch, smell, and everything but taste. We turned the flame high and blackened the chimney in order to get the look and feel of carbon. As the children looked at the blackened lampshade they realized that even oil leaves a residue that has to be cleaned, and they had a partial answer to their question as to why furnaces have to be cleaned. The lamp was still with us when Hallowe'en rolled around and the children insisted on having it as part of the atmosphere.

Every fair Tuesday was a trip day, and weather observations were not the least of our concern as we looked forward eagerly to our trips.

### *Dramatization Is Part of Learning for the Sixes*

On Thursday morning the Sixes joined the whole school (Sixes through Elevens

in our building) in assembly. By the end of November the Sixes were able to make their first contribution to the program. To the accompaniment of music they dramatized some of the highlights of their trips: the coal derrick, the steam shovel, the railroad bridge which opened to let a boat go through, and the various kinds of trucks which came out of the Holland tunnel and delivered their goods. A few confident children made "speeches," telling how the derrick worked and what trips we had taken.

The group was very much interested in dramatics. The children were given many opportunities to form small groups, plan short plays and give them for the class. Two or three minutes planning was enough at first, but toward the end of the year they were building stages, using standpatter people, and working at a play over a period of two or three days. Six or eight children were able to work together, with a minimum of adult guidance. When they came for help in settling arguments, they were told, "See if you can settle it yourselves. If you can't, I will help you." Careful attention was given to problems of domination and to children who showed too great a tendency to submit. The weak ones were encouraged to assert themselves and the strong were not allowed to use their power unfairly. One child expressed her feeling about authority as "Everybody's the boss of something."

Most of these spontaneous plays reflected family life, fears, the war, and the radio. The groupings of the children were influenced by special friendships. Neither groupings nor ideas were interfered with by the teacher but used as a means of getting insight into individual and group problems, for obtaining cues for further curriculum development, and for suggesting ways of widening social relations. Out of these spontaneous

plays and through the guidance given by the teacher on the basis of her observation of them, the whole class was finally drawn into a large play based on their study of trains. The play consisted of three acts: I. Black-nose or The Dewitt Clinton, II. Casey Jones, III. The Streamliner.

Not only had the children acquired a great deal of train information but through stories and songs had developed strong emotional ties with different types of trains. Therefore, when they were given a choice as to which act they wanted to be in, they made the particular train rather than their friendships the basis of choice.

Large scenery trains were painted and put on invisible frames. The actors got behind and looked through the train windows. About six weeks were spent in preparation. Two songs, composed by the children, made the play very much their own.

### *How One Thing Led to Another*

The following list of trips given in the order in which they occurred, each trip growing out of the one before it, shows how the year developed:

- The furnace cleaner
- The school furnace
- The entrance of the Holland Tunnel to watch for oil trucks
- The coal barge on the East River
- The brick chimney built near the playground
- The empty lot to gather brick fragments
- The Hudson Tube to New Jersey (from interest in under-river tunnels)
- High Bridge (carries a water-main over the Harlem River to Washington Heights)
- The Washington Market (from interest in cooking)
- Inwood Park and the railroad bridge
- The Museum of the City of New York
- The Pennsylvania Station
- The ferry in winter
- The steam locomotive at Hoboken



Inwood Park again to see the Indian caves  
 The fire station  
 The Empire State Building  
 The little red lighthouse under the George  
 Washington Bridge  
 The Staten Island Ferry  
 The Fighting Lady (model at Radio City)

The following excerpts from stories suggest some of the ways the children gave verbal expression to their experiences:

#### HIGH BRIDGE

Bridge, bridge, where are your cars?  
 Bridge, bridge, where are your roads?  
 Bridge, bridge, where are your boats?  
 Down in the dancing water.

#### INWOOD PARK

We walked in the woods and saw red leaves and red stones. We saw trees. We saw the Harlem River where it ended. While we were watching, the bridge opened because a boat was coming. The steam was shooting up, and the bridge turned very slowly. Then the boat came through. It closed and the ends were attached.

#### THE ENGINE

The engine was in and we watched the train. The engineer was in it and we talked to him. We shouted, "Ring the bell," and he did. It was a big engine with a coal car. It went back and forth, ringing its bell, and the man waved to us, and finally it got out of sight.

#### THE HOLLAND TUNNEL

We saw the Holland Tunnel. It was a big round thing and the tunnel went underneath the ground. It goes under the Hudson River. We began to see the trucks coming out. And we waved and said, "Hi," to the truck drivers. We cheered at the army trucks. Borden's milk trucks, that's the cutest one! Lumber trucks—you know how long they are—Wow! Long, long logs, bigger than the truck by about five inches!

From February on, the group planned and painted a large mural. It included both the city and the country, above and below the ground. The children were told that in a mural you could paint things that might not *be* together but which could be *thought of* together. The illustration of oil for our furnace and the faraway oil well was given. After that the group furnished all of the ideas. Contrary to our usual practice, the details were drawn in chalk first, each child sketching the object of his choice in the place that had been decided upon by the group.

After the trip to the Empire State Building we made the map of Manhattan, starting with a very large piece of brown paper on the floor, experimenting with toy boats going from South Ferry up the rivers. When the boats were going the right way, someone followed them with a chalk line, thus laying out the rivers. The scene of every trip was drawn, colored, and pasted on. As the group figured out approximate locations in relation to our school, the words "up- and down-town, east and west" were used repeatedly.

The mapmakers were so elated with their finished product that they broke into a song about The Little Red School House. Individuals kept thinking of new stanzas and the song continued for about ten minutes. The tune was *The Farmer in the Dell* but the words were original. They bubbled over with joy in school life and anticipation of the time when the Sixes would become the Sevens. Each year, in fact, we hope children will find joy and excitement in their expanding world, both inside and outside themselves.

Across the whole far-reaching world  
 December lights the candles and the stars,

And happy children go from door to door  
 To sing the songs of Yuletide come again.

—From *Democracy's Children* by ETHEL M. DUNCAN (Hinds)



# My, How You Have Grown!

*Blanche Kent Verbeck in telling the story of a six-week summer session shows that even in so short a time there can be appreciable growth. Provided: That we "begin where children are" and that we give them time enough to pass through the successive stages essential to wholesome growth. Mrs. Verbeck teaches at The University School, Ohio State University.*

**"MY, HOW YOU HAVE GROWN!"**  
How often children hear this exclamation! Though the comment may be most embarrassing to children already self-conscious of arms and legs dangling from clothes too short for them, there is no doubt that a child's growth though basically slow sometimes seems startlingly rapid.

## *A Group of Varied Backgrounds*

A good opportunity to observe growth in group action was provided during a recent six-week summer school term at a university laboratory school. The group of twenty-four beginning second grade children were an interesting and varied crew. In no sense could it be considered a group whose members had achieved social adjustment. Twelve of the children were regular members of the laboratory school class. Each of the other twelve children came from a different school. It is needless to say that the school experiences of the children were varied in almost every respect.

Through living and working together a number of things soon became apparent about the group. The children ranged from exceedingly good to exceedingly poor in each of the skills. There were

noticeable differences in group and individual planning, in independence of thinking and doing, in individual initiative, in willingness to assume responsibility for group action.

In the first sessions, which were three and a half hours daily, the children were acquainted with the possibilities for work in the school—the music room for singing, playing, and rhythms; the shop for related arts; the gymnasium and out-of-doors for organized games and free play; the nurse's office for daily inspection and health problems and, of course, the classroom for the bulk of individual and group work.

In a six-week summer term there is little time to "grow into" a group study. However, children who had experienced group enterprises, somehow sensing the shortness of time, began immediately to inquire, "What are we going to study this summer?"

The teacher countered the query with, "What do you think we should study about?"

This question stimulated a series of suggestions ranging from the most practical and suitable to the most fantastic and impossible. Finally, when it seemed that every conceivable suggestion had been made one enterprising boy suggested that we "learn to talk a lot of different languages." Several children objected that we couldn't do that in one summer. That was the opportune time for the teacher to say, "Perhaps we should think about these different suggestions and see which of them we really could do."

The first group discussions were very painful. Although brief, inattention was

obvious, with much wiggling and squirming. Contributions came largely from the children who had previously experienced group planning but the group as a whole struggled valiantly through an evaluation of each topic suggested for study. The children listed what they wanted to know about the topic, and how these things could be found out.

As they discussed the ideas which had been suggested, the children readily saw that there was little the group wanted to know about some of them. Concerning one of these a thoughtful child said, "Someone must have just said that," implying that the suggestion had been made without much thought. About another topic a child said, "I suggested that. I thought it was a good idea, but I guess now it isn't." About some topics the group found that there was much it wanted to know but that the means of finding out these things were limited. One child observed, "We just can't do something that you have to find out mostly by reading, because we can't read well enough." About other topics children said, "That will be better when we are older" or "That will take too long."

Finally, through these discussions the topics were narrowed to two—a study of the animals at the zoo or a study of all kinds of flags. Several children who had been impatient to choose the topic earlier by voting recognized that now, after the possibilities had been explored, was the time to vote. The teacher suggested that each child vote for the one of the two topics that he would like most to study, the one he thought he would most enjoy. It was amazing to see how serious these children had grown concerning their choice of a group study. Choices were made thoughtfully and independently, although a generous bribe of five dimes was offered by one boy. A large majority

wished to study about flags and those who would have preferred the zoo animals agreed to abide by the group decision.

At first it had seemed to the teacher that the study of flags offered small opportunity for a second grade group. However, during the evaluation of the topic the group had revealed that it was actually interested in knowing such things as what countries the many flags now so widely displayed represent, how the sailors and boy scouts signal with flags, how the flag of the United States is used to give messages, how each flag happened to be designed as it is, and what kinds of people live in the countries which the various flags represent.

### *Growth Conditioned By Previous Experience*

In the two weeks of exploration evidences of growth were numerous. During the weeks that followed there was steady growth in the techniques of group discussion; e.g., sharing turns to talk, giving attention to what others said, not repeating what someone else had said, sticking to the topic under consideration, speaking so that all could hear, actually taking some individual responsibility for making the discussion progress, and in making thoughtful contributions.

During the period when plans were made there were opportunities for observing growth in some other areas of experience also. The children's attitudes and reactions in the work period were very interesting. Some of the children had had in their previous experiences opportunities such as constructing with wood, working with clay, painting at the easel, weaving, printing with linoleum blocks, and other like activities. For them the new experience was working in the school shop, and it was a new and exciting challenge to them. For other children many

of the actual work experiences were unfamiliar.

Two distinct types of exploration were carried on by the group. Among the children for whom the activities were new there was a desire to try out the new experiences. The joy in building with wood was unbounded even though the supply of wood, due to the lumber shortage, was reduced to scraps. Many of the children were willing to build anything just for the pleasure of building. The magic of linoleum block printing held a similar thrill. Designs and pictures for the prints were unimportant. The important thing was to get the design drawn quickly, cut the linoleum, and print.

So it was with all of the experiences. There was a great desire to try everything. The children who were accustomed to these materials and activities, to a large extent, chose to work in the shop because the shop was new to them. It was good to have this period of general exploration before a more concentrated group project was undertaken. Even though it was tempting in a brief six-week session to short-cut this stage of exploration, to have done so would have meant the loss of one of the most valuable growth experiences of the summer.

It was observed, too, by the end of the two weeks of exploration that the children who were experienced in group work were quite ready in general, to begin work on the topic chosen for group study. The children who were having their first fling with a varied arts program were still so engrossed in the activities themselves that to channel them into group-centered activities around a study of flags seemed almost impossible. Even in the fourth week of the term when volunteers were asked to carry out a plan of making large reproductions of the semaphore signal code from the Boy Scout Handbook for ref-

erence in using signal flags, all five of the children who volunteered were among those who had had the longer experience in group-planned activities. It was obvious that because of previous experience these children more quickly satisfied the desire for individual exploration, felt more responsibility for promoting the group project, and also found greater pleasure in engaging in a group enterprise than did the children who had had less experience with group work.

Growth in personal responsibility for behavior in the group also proved to be a very interesting development. At first it seemed that children who had had a more adult-regulated type of school experience were going to be "better behaved in terms of taking care of themselves in group life than were the children who had had more responsibility for regulating the life in school. But as the first shyness from being in new situations wore off it appeared that the differences were not in terms of "what school" but "what child." Observation and inquiry revealed that children who were cooperative, enterprising, self-controlled in their regular school situations displayed the same qualities in this group, while those who were thoughtless, uncooperative, and unaccustomed to achieving well in other situations displayed the same qualities in this group situation. This gives support to the assumption that basic behavior patterns established before school life carry through quite consistently into school life. It makes one realize, too, how long a period of time is needed, and how vital must be the school experiences to offset preschool influences.

### *The Children Evaluate Their Summer Experiences*

On the last day of the term the children were asked to help evaluate their summer experiences. By telling what they



liked about the plan of work, what they had done, and what they would like to change, the children would help the school to have a better summer school the next year. They liked the work period, the swimming, the reading groups, the many nice books, and so on until practically every experience of the summer had been mentioned.

Then the teacher asked for suggestions for changes. One of the most helpful and cooperative of the group—not a university school child—said, "I like the whole plan just as it is." By pushing the idea further, several suggestions were made. All of the suggestions revolved around the idea that if *all* of the children in the group would try to do things that would help the group instead of some people doing things that cause trouble it would be much more pleasant and profitable for everyone. A high ideal to hold for adults—and for nations!

What was the curriculum of this sum-

mer session? What is any curriculum? It is everything that touches the lives of the children, whether it be reading a story, working out the settlement of a dispute, or dyeing cloth for a signal flag. The value of the curriculum is measured by the growth of the children. Unfortunately, measures of social growth are not as scientifically developed as are the scales by which physical or even mental growth are measured. Only as we see signs of initiative in solving group problems, interest in accepting responsibility for the group, or other such concrete evidence can we say that there is growth in group living. Growth in group action was apparent in this short time both in terms of individuals and of the group as a whole. There were many signs which no one could mistake. Several times before the end of the summer the teacher found herself saying after an especially helpful bit of group cooperation, "My, how you children have grown!"

## To A Beginning Teacher

**B**UT WHEN YOU HIRE OUT TO TEACH THE YOUTH OF THE LAND some man will say, "Do you have discipline?" meaning, "Are you bigger and stronger than they?"

Thou foolish one, all discipline is not the same discipline, but there is one kind of discipline for authoritarians and another kind for democracies. The one is the discipline of the dunce cap and the birch rod and the mailed fist, of man against man in a society whose members are responsible, not to each other, but to a master of force and greed and ill-will.

The discipline of democracy lies in the growth of the spirit. It is the discipline of respect for the rights of others, of cooperation and of personal responsibility, of individual growth and understanding and of making decisions.

The discipline of authority, paradoxically, is a soft and easy discipline to obtain but the discipline of democracy, which colors and climates all the disciplines of freedom, is essentially hard and tough to live by and hard and tough to learn.

**T**HE DISCIPLINE OF FORCE LEADS TO HUMILIATION AND SHAME and despair. The discipline of freedom is a guide, proper and good, for the sons and daughters of free men.—FREDERICK J. MOFFITT, Chief, Bureau of Instructional Supervision, State Education Department, Albany, N. Y. (Reprinted from *The Nation's Schools*, October 1944.)



# Growth Through the Arts

*Every year more and more children spend their summers at camp. To what extent do camp experiences contribute to the growth of children? Don Oscar Becque states the case for the arts camp. Mr. Becque, American dancer and choreographer, is also director of The Becque Summer Arts Camp, Unionville, Pennsylvania.*

AS WE LEFT NEW YORK on July 2 with seventeen girls ranging in age from ten and a half to sixteen, the rhythm and temper of the group, combined with all the circumstances of our departure, impressed upon us more than ever that life today is stimulating and built upon undercurrents of contrast and confusion. The here-and-now atmosphere of our industrial age at that moment began to thrust itself into our plans for two months of creative work in the pastoral quiet and peace of a 175-acre farm dating back to Revolutionary days, in the Blue Ridge hills of Pennsylvania.

Parents gathered around the children could be heard saying:

"I can't get down to see you more than once because of gas and tires."

"If Jimmy gets a furlough, I'll call you, Mary."

One mother confided in the director that she might have to see her daughter oftener if her husband did not come back from overseas.

Here was a group of girls who represented the energy and power characteristic of our youth today. At the moment we were converting much of such energy into the power of the war machine. Could we, dare we, divert this energy from the purposes of destruction of life to the creation

of life? For, after all, the purpose of art is to create new life. With victory in Europe and "Peace . . . standing off-stage waiting for a cue at the end of the Japanese drama," we felt that if we took the potentials of youth and afforded an opportunity for translating energy into the usable and satisfying forms of painting, music, theater, and community living we would be laying some part of the foundation needed for facing tomorrow.

## The Confusion Stage

Though the entire group had chosen to come to an arts camp, could we release the resources of the girls in arts during the limited eight-week camp period? And how strong really was their art motivation?

We soon found that many of the girls were thoroughly conditioned by previous camp experiences. Their patterns of leisure tended either in the direction of doing nothing at all—negative conservation of energy—or of spasmodic bursts of activity. Against this pattern is the interpretation of an art environment as relaxation through expenditure of energy, for energy flow generated and used constructively begets more energy and not less.

To many of the girls the latter point of view was almost completely foreign. They had little conception of the persistent and almost Spartan disregard for the little ills and moods of everydayness that is essential in building an environment for creative activity. Soon the girls found themselves in conflict with this interpretation and with their interpretation of all the other facets of art. The first month, in the inner life of the girls, was probably

<sup>1</sup> From *On a Note of Triumph* by Norman Corwin.

more chaotic than even the watchful observers could realize. Ideas never doubted were being questioned; new outlooks on life were coming into being. It was a time of great emotional upheaval.

Emotion manifested itself in many ways—in the abandon of early romances, in rebellion against real or imagined injustices, in family and camp relations. Precious time of this brief summer period was slipping by. Did one have to live through confusion, chaos, before clarity and direction could come? How were we to harness the emotional drive, the dynamite of youth, to the complexities and riddles of this age? How give it tracks to run on, wings with which to fly, and at the same time subject it to the austere controls of art so that the emotional tide would not overflow and produce wastelands? We believed that the answer lay in the arts-through-theater. But the immediate problem was to use the confusion stage effectively in directing the energies of the girls toward creative effort.

First, decision had to be made about the schedule. How flexible should it be? Creative drive cannot be turned off and on at the sound of a bell. If anywhere, it is in the arts that differences in individual patterns of performance show. But knowing that most of these girls were used to regularity of camp routine, expected it, and found security in it we started off in a fairly routinized way. There were regular classes scheduled in painting, music, dance and theater during the mornings and late afternoons, while the greater part of the afternoons was given over to swimming, rest, and out-of-door activities. Second, there had to be opportunity in all the arts for exploring many mediums, for trying new approaches to creation, for learning new skills. Third, there was need for developing a common body of experience of such a nature as to

widen their bases of understanding of the world and its problems.

As to the schedule—the girls liked it at first. Here was something definite, something familiar in this strange new world. But after a while it began to pall—blessed sign of the growth we had been hoping for!

Out of their dissatisfaction came the first genuine experience in group planning when they all got together with the staff and worked out something that allowed for more flexibility. The definite accomplishments they were experiencing in the mastery of skills, particularly in the dance, also appealed to them. But as for broadening their bases of experience, there was little real interest. They were still too engrossed in their own worlds of personal romance, of personal relations, to be drawn out of them for more than fleeting moments into something bigger. Here we were in the midst of the anthracite region at a time when the papers were full of dire predictions as to the race between producing enough coal to supply Europe and a growing anarchy. We took trips to the mines. We collected materials. We adults envisioned a living newspaper based on coal that would be a real contribution in the solution of a problem of major importance! But it left the girls cold. "Too much like school," one of them said.

Probably a strong factor in setting the direction for their activities was the conventional youth's desire to ally himself with the known and admired work of adults. They wanted to produce already written plays rather than to write things of their own. Whether we were at fault in our approach or whether this particular group was simply not ready to begin on a more original level may be a matter of discussion. However that may be, even in this first month of confusion the desire

to produce adult plays was so great that they came through with creditable performances of parts of *Limbo*, *Tomorrow the World*, *Our Town*, and *On a Note of Triumph*. These plays were very satisfying to the girls, particularly the powerful and contemporary statement of Corwin's *On a Note of Triumph*. The deep concerns of today seemed to satisfy them more than their own current events. By taking them at their level of interest we approached them creatively in the broad framework of motion, color, sound, and dynamic staging.

### *Toward Creative Production*

Early in August most of the group members had resolved their conflicts. Then they began to show such enthusiasm that it was often necessary to make them stop work long enough to eat and sleep. One of the girls wrote in the camp newspaper, "As the summer goes on, we use colors with less restraint, our forms are freer, and above all everybody uses more imagination."

Little by little we were able to break down the idea that fixed lines separate the arts. When the girls began to see this, they realized that the original schedule with its breakdown into subjects would not work. Our concern was not with a program which stayed within the confines of art subject matter but with one in which all the forms of expression came from living situations. These expression forms are realized through use of speech, acting, the human body in motion, color or sound, or through combinations of some or all of them. We insisted that feelings and ideas be communicated clearly and simply, that there be something to say and that it be said convincingly. In such a framework it was inevitable that the arts were constantly overlapping as they borrowed from one another.

In the painting studio each girl was free to work on what she chose—landscape, figure sketches, picture stories, or abstractions. Tempera, charcoal, pastels, oils, and clay were used. Subject matter gradually became less and less conventional and it varied with the changing activities of the camp. One of the girls expressed this change in the newspaper: "Most of our paintings have been big and bold. But now we are working on a Chinese play and our paintings on the sets and the properties seem fragile by contrast. All of us have gone beyond painting as a technique."

There was a recorder group and a choral group in music which constantly contributed to theater. Two pianos, ancient and in need of repair, could hardly be used at all, but the creative genius of the musician on the staff not only solved this problem but stimulated the girls to similar activities. He improvised an orchestra of old brass umbrella stands, flower pots, and cooking utensils from which he produced amazing rhythms and sound effects.

However, we found the dance to be the most direct, sensitive, and inclusive medium for accenting everyday experiences, as well as for releasing all those half-hidden and unrealized urges and tensions which cross-section the contemporary individual. For one thing, here was a medium which few of the girls felt they knew anything about. Also, it was non-vocative. One was free to choose any feeling or idea and to project it in a form on the general level of one's own development. The idea-feeling could come to immediate grip with the materials that were to give it form. Then, too, the content of dance runs the gamut of human experience and provides for a dynamic alternation of primitive and race urges and experiences with the social knowledge of the time. What was done here in dance also met the



demands of theater. Toby's poem, "Bimbo the Snip," states the case:

I groped through my mind  
And knew that I was no longer myself  
But a little boy—  
A boy whose finger stuck to his nose  
When the wind changed.  
My body was to move with Bimbo the Snip.

If words can tell how one feels when dancing, Sophie's poem, "I am Dancing," comes somewhere near it:

I'm a top spinning across the floor,  
I'm a whirlpool whirling in the river,  
I'm a propeller beating against the wind.  
I'm a dishrag flopping on the floor,  
I'm a weeping willow sad and drooping,  
I'm a rag doll loose and limber.  
I'm a bird with no limit to my flight,  
I'm an American free to show what I feel,  
Free to say what I think.  
I'm happy—I'm relaxed—I'm free—  
I am dancing.

True to its ancient heritage, dance became for us the cradle of our best theater during the summer. Little by little the dance ideas grew into short scenarios to which words were often added and music composed on percussion, by voice, on recorder and piano.

Our approach to the theater used many skills, techniques and abilities. It began with both individual and group planning in writing an idea for presentation and then in bringing the characters to life on the stage through movement and acting. All this involved speech clearly and accurately projected; the use of action and sounds heightened into rhythmic pattern; designing, costuming and lighting. These must be welded into a master plan of staging so that the idea can be communicated to others.

Communicating an idea through this process is theater, which is a social medium involving the group-community. The "audience" completes the round in the

circuit. These two opposites should ignite into a living spark. Thinking, feeling and doing on this level bring the whole person into a group function on a complex social plane. It is a coordination of knowing and doing through visual, auditory and kinetic means—the characteristic means of our age. To synchronization of physical, mental and emotional faculties must be added imagination, the kind Corwin says is "capable of winding for many a statute mile and is reversible in time and space, keeping you close to the ground, yet reasonably well informed about developments in the stratosphere."

Toward the end of the summer the activities culminated, under the emotional impact of V-J Day, in the older group's ten-minute dance drama on their impression of this momentous day. This theater piece, along with a whole evening's program of other original group and solo dances, was given with all the musical accompaniment composed and played by the girls. The evening before had witnessed a full-length production of Saroyan's *My Heart's in the Highlands* and a modern Chinese play. A little later a whole program of choral and recorder music by ancient and modern composers was given. Accompanying this was a large and impressive exhibition of paintings, drawings and sculpture.

### *Evaluation of Growth*

It is very difficult to evaluate the summer's program. There are no adequate yardsticks for measuring growth of this type. Besides, the most important outcomes do not show immediately. We, too, are too close to the summer to have perspective enough to save us from snap judgments and our own enthusiasms. But perhaps what two of the girls themselves said may be revealing. After arriving home, Evelyn wrote:



This morning when I woke up . . . I did half an hour of exercises and showed them to Mom. She was very pleased and wants me to keep them up. After lunch I painted the clay model I brought home, and I also drew a picture of a band. It seems the camp left me with a routine that it is hard to get out of, and I don't think I want to get out of it.

Judy says:

With all the wonderful things I have done this summer—the dancing and acting and art and music and everything else, the beautiful scenery and the friends I've made, and the fingernails I've grown—the English language seems awfully incompetent to express what I really feel. All I can say is that this summer has been one of the most wonderful and important experiences of my life.

These examples are typical of the expressions of the group as a whole, a group to whom the experience of living, studying, and doing in the arts was almost unknown. This group entered into the setting up of a regime, constantly altering it to make it work better, which could help them realize art in a tangible way. They went through many mental and emotional crises to reach the final end. Doubt, apathy, resistance, and discouragement were often their unwished companions, but they took a few steps along the way of living that is not for the weak and the tenderfoot. They came to have respect and liking for this way of life which, in turn, raised their own self-respect.

There was growth among them all in the conception and meaning of art and in ability to work without fear in the various mediums, thus removing any feeling that they may have had that art is something in which only a special few can engage. Little by little they learned to free their bodies and express feelings and ideas through them. They learned to manipulate the materials of color and clay and to mass shapes into forms that meant some-

thing to themselves and others. Making characters come alive in the imaginary locale of the stage, the rhythms of spoken and chanted word molded through the unity of form—all these activities gave them a new sense of honesty and integrity that comes with the happiness of creatively experiencing. They learned to go from one art medium to another with ease.

Though it had come in their own way and on their own terms, there was social growth in the ability to live a serene and full day in company with others. Broader understanding in the use of cooperative techniques necessary to art and the balancing of that with what sometimes seems the ruthless and arbitrary demands of art provided a new and more inclusive conception of the individual and the group. That there was a definite social awareness, even though they did not want to utilize it directly, is evidenced by these remarks chosen at random from the round table discussions at which we pooled our thinking throughout the summer:

I've been thinking of the way the arts can help to fight this war.

We, the younger generation, carry on the world of tomorrow. We have much to do.

Many children don't have what we have. Why are we so privileged?

We need firsthand experiences if we expect to do anything in art.

All kinds of life are necessary in art.

Linda's words might well close these comments about what happened to the girls:

Pass beyond the surface scratching,  
Far beyond to lights and flickers  
Of something  
Unseen  
But growing in force  
And depth and numbers,  
Deeper, darker,  
Clearer—yet always distant.

## Books FOR TEACHERS . . .

TEACHER EDUCATION IN SERVICE. By Charles E. Prall and C. Leslie Cushman. Prepared for the Commission on Teacher Education. Washington, D. C.: American Council on Education. Pp. 503. \$3.

This book is a challenging report of projects guided in accordance with a philosophy of democratic administration for the purpose of stimulating thinking about in-service education of teachers.

Chapter I explains the plan for experimentation in twenty-six large and small school systems throughout the country over a three-year period. Experiments are reported for individual systems, clusters of systems in cooperation, and cooperative arrangements of school systems with schools of education. This chapter also describes the method of introducing the project to representatives of the co-operating schools through an experiencing procedure. The next eight chapters describe the actual working out of the experiments in different communities.

Every administrator will find at least one chapter of special interest. The reviewer found special interest in Chapter V, "School System Work Shops." Chapter X summarizes the lessons learned from the experiments. Reading this chapter immediately following Chapter I will help in interpreting the discussions of the individual experiments in the intervening chapters. Chapter XI applies these lessons to the wartime period.

The report supports two positions: first, that growth of teachers is essential to the improvement of education, and second, that one effective method of securing teacher growth is voluntary, active, cooperative participation of all the staff, particularly the teachers, in solving real problems. Experiments in which the individual school is given autonomy for this purpose are described, as well as experiments involving entire systems and clusters of systems.

In the attempt to direct attention to the values of teacher leadership and participation, the report seems almost to ignore the respon-

sibilities and activities of other staff members to an extent which might be misleading to a reader insensitive to the implications for guidance in the democratic philosophy on which it is based. To be sure in Chapter X, on page 436, is stated, "Schools adequate for our times make demands on the professional personnel which are greater than the personnel is prepared to meet unaided," and on page 453, "The perpetual task of school leadership is to seek to provide those conditions and opportunities that will keep professional staffs engaged in significant program improvement." But in enumerating the conditions necessary for this and in the discussion of experiments, provision for guidance by trained leaders within the staff is not sufficiently recognized as a necessary condition to securing teacher leadership and participation. Directors of instruction, supervisors, consultants and principals do have a responsibility for guiding an in-service education program.

The reviewer also feels that the report does not give sufficient recognition to the function of educational philosophy in giving direction to teacher growth. The discussion of the "evolutionary concept" for evaluating teacher growth projects, pages 448-450, and of "rich associations with important social ideas and ideals" as a "supplementary" condition to working on "significant tasks," pages 451-453, does not seem to the reviewer to be adequate recognition of the value of educational philosophy in guiding teacher growth.

The descriptions of the projects in the previous chapters seem to have this same weakness. While most of the systems participating in the experiments are recognized as having already accepted, more or less generally, a common philosophy of education, other systems wishing to undertake a program of in-service education might not have that advantage. Also the implication which the report seems to carry that faculties are stimulated as a whole or quite generally through voluntary participation does not seem to be borne out by the small proportion of teachers reported as actually participating, although of

course it is pointed out that some activities have expanded and new ones have developed since the close of the project.

However, the strengths of the report are in the concrete suggestions for carrying out a philosophy of democratic administration in securing teacher growth, in the statement of lessons learned from the experiments for the help of those who desire to pioneer, and in the encouragement it gives to those who have faith in the classroom teacher.

It is challenging to read of pioneer work, especially when it is analyzed and discussed as is done in this report. The book is worth careful reading by those engaged in school administration and by those preparing for it.—Worcester Warren, professor of education, Boston University.

#### GROUP PLANNING IN EDUCATION.

*1945 Yearbook of the Department of Supervision and Curriculum Development of the National Education Association. Washington, D. C.: the Department. Pp. 153. \$2.*

Here is a book that should be read and discussed by all who are interested in helping boys and girls live intelligently and peacefully in this "one world." Technological interdependence requires cooperation. We must develop the ability and disposition to come to agreement on common goals and to direct concerted, effective action to their attainment.

This yearbook deals not with any and all cooperative planning and action but with cooperative planning and action that are democratic. It presents examples of planning in teacher education, among administrators, in high schools and elementary schools, and between parents and teachers. It offers state-

ments from administrators, college professors, the U. S. Office of Education, teachers, a board of education. It includes representation from east and west, north and south. These examples and statements are evidence that a concern for a clear understanding of the purposes and techniques involved in group planning does exist and that schools are at work in trying it out.—Ruby M. Adams, director of elementary education, Allegany County, Md.

**THE GOLDEN SONG BOOK.** *Selected and arranged by Katherine Tyler Wessels. Illustrated by Gertrude Elliot. New York: Simon and Schuster, Inc. Cloth, \$1.50; paper over board, \$1.*

Sixty of the best-liked familiar songs of childhood have been selected and included in this collection. The young child can find his Mother Goose favorites and a dozen songs arranged for singing games with directions for playing them. The older child will find not only American folk songs but also some simple French ones for his enjoyment. If he prefers, he can choose an arrangement of Brahms's *Lullaby* or of *Adeste Fideles*. Patriotic songs and jolly rounds have not been forgotten. The musical arrangements, well suited to children's voices, are simply harmonized for piano accompaniment.

All of the songs have been illustrated with humor, delicacy and charm. Many of the pictures are in color.

This collection would seem to be a very comprehensive one appealing to children of varying musical backgrounds. Children as well as teachers would probably enjoy owning a copy of the book.—Vesta Lynn, public schools, Washington, D. C.

#### Programming for Growth at P. S. 186

(Continued from page 178)

Indeed, all children in the three illustrative programs here described were projected into the future as participants; even the first graders through their six-year-old thinking hardly extended beyond the here and now. This kind of programming for growth is sharply different from the old learning of facts on the chance that they will be usefully applied in the future. All these children were living a good life in school, a life which met their particular needs in their various stages of development. All of them were growing in power to think, to observe, to express themselves, to live with

others, to care about others outside their own narrow personal group.

In the development of such powers lies the hope of the future. A curriculum must be built out of more than factual subject matter and the acquisition of skills. It must also be built out of the needs of children, out of the ideals of teachers for their country. Programs must contain an orderly progression of subject matter, yes. But they must also be programs for growth if the school is to fulfill its great role in building toward an intelligent, a true democracy.



## Books FOR CHILDREN . . .

### LITTLE PEOPLE IN A BIG COUNTRY.

By Norma Cohn. Pictures by children of Soviet Russia. New York: Oxford University Press, 1945. Unpaged. \$1.50.

"Just like children everywhere, they like to draw and paint"—these children of Uzbekistan in Soviet Asia. Trains and airplanes, animals and people are the subject matter of their pictures. Seven-year-old Borya Vlasov's "Railway Station" shows trains puffing black smoke against white snow. Farakhat Akhadova, aged fourteen, likes the gardens and paints a hillside with cows grazing. Like the work of children here at home, these pictures are objective, dramatic and colorful. The Russian pictures have a touch of their own, perhaps, in the feeling for design.

The book is small with a full-page picture in color on every right-hand page and a paragraph of text on the left. The pictures will appeal to elementary school children of all ages. The wording of the text is keyed to the reading level of the older children.

VERY YOUNG VERSES. By Barbara Peck Geismer and Antoinette Brown Suter. Illustrated by Mildred Bronson. New York: Houghton Mifflin Company, 1945. \$2.

Here is a collection that recognizes poetry as a part of children's everyday living. It was compiled by teachers at the Shady Hill School in Cambridge, Massachusetts, based on their experimentation with a variety of poems used with individual children and groups. Poems which drew lively response from children were given precedence. There is wide representation in authorship. Dorothy Aldis, Rose Fyleman, Dorothy Baruch, Vachel Lindsay, and Robert Frost are here—to mention only a few. There are poems "About Me" and about all the people and things near and dear to the very young. We recommend this collection for children under six!

### ADVENTURE, RARE AND MAGICAL.

Stories selected by Phyllis R. Fenner. Illustrated by Henry C. Pitz. New York: Alfred A. Knopf, 1945. Pp. 178. \$2.

The first five of the fourteen adventure stories selected by Miss Fenner as best loved by children are: "The Fool of the World and the Flying Ship" by Arthur Ransome, "Hud-den and Dudden and Donald O'Neary" by Joseph Jacobs, "Seven at a Blow" by Jacob and Wilhelm Grimm, "The Calabash Man" by Charles Finger, and "Budulink" by Parker Fillmore. Henry C. Pitz' illustrations give impetus to the adventure theme: "Adventure? 'Tis but a banging of the door behind you, a blithesome step forward, and you are out of the old life into the new!"

This collection will appeal to older boys.

TWO IS A TEAM. By Lorraine and Jerrold Beim. Illustrated by Ernest Chrichlow. New York: Harcourt, Brace and Company, 1945. \$1.75.

A delightful story of Ted, a little Negro boy, and Paul, a little white boy, who played together every day after school. Natural unfolding of ups and downs in the play world related to the making of two coasters resulted in the making of a really good wagon together.

This is a good book. The story is fun to read and will help children to live together more happily. The illustrations by Ernest Chrichlow, a Negro artist, are strong and childlike. The print is legible 24-point type. For children five to eight.

YU LAN: FLYING BOY OF CHINA. By Pearl S. Buck. Illustrated by George T. Hartman. New York: The John Day Company, 1945. \$1.50.

Another Pearl Buck story about Chinese children. Yu Lan, like millions of boys all over the world, loved airplanes and wanted to learn all about making and flying airplanes. Of course he wouldn't be so unpatriotic as to make models of the enemy planes he saw so frequently flying over his farm. What a lucky day it was for Yu Lan when Jim Smith made an emergency landing near Yu Lan's home and the boy had his opportunity to learn from an American friend. For older boys.



# News HERE AND THERE . . .

## New A.C.E. Branches

Autauga County Association for Childhood Education, Alabama  
Maui Association for Childhood Education, Hawaii  
Lewiston Association for Childhood Education, Montana

### Reinstated:

Rapid City Association for Childhood Education, South Dakota

## Mamie W. Heinz Joins Headquarters Staff

On November first, Mamie W. Heinz of Atlanta, Georgia, joined the staff of A.C.E. Headquarters in Washington, D. C., for one year, as Associate Secretary. A life member



Mamie W. Heinz

of the Association, Miss Heinz was local convention chairman for the annual meeting held in Atlanta in 1939, vice-president representing kindergarten on the international executive board in 1941-43, and president of the Atlanta A.C.E.

in 1944-45. She has been active in many phases of child care and welfare work throughout Georgia and in Atlanta, where she taught kindergarten. As chairman of the A.C.E. Committee on Information on What Is Happening to Children she directed the preparation of the committee's report given at the 1945 Annual Meeting. This report is being used as basic material for the first membership service bulletin for 1946.

Miss Heinz' experience, judgment, and knowledge of A.C.E. branch and headquarters work make her an invaluable addition to the staff.

## Gifts to the A.C.E.

Frances M. Berry has presented to the Association for Childhood Education three interesting additions to its collection of historical materials:

Announcement of the Misses Berry's Seminary (1850)  
The February 23, 1853, issue of "Mignonette and Opal," a weekly paper published by the Ladies of S. S. Stevens' Collegiate Seminary.  
The November 9, 1879, issue of "The Sunbeam," a Sunday school paper.

## Changes

Marguerite V. Peterson, from senior research assistant in the Division of Research and Planning, State Department of Education, Hartford, Connecticut, to the faculty of New Haven State Teachers College, New Haven, Connecticut.

## A.C.E. Guests Arrive From Norway

On October 23, two Norwegian women, recipients of the Association for Childhood Education's Patty Smith Hill post-war study grants, arrived in New York. They proceeded at once to colleges that have generously given them scholarships for this year. Ruth Halvorsen, instructor at Kampen School, Oslo, will study at Western Washington College of Education, Bellingham, Washington. Inger Idsoe, teacher at the Sanege Peoples Kindergarten, Oslo, will attend National College of Education, Evanston, Illinois.

A.C.E. groups in the regions where the students are located will wish to learn from them more about the children, schools and educators of Norway, and to help these representatives of a fine, brave group to feel at home in our schools, in our A.C.E. meetings and in our homes. Elizabeth Neterer, 10481 Maplewood Place, Seattle 66, Washington, vice-president representing primary, will be A.C.E. hostess for Miss Halvorsen. Ellen M. Olson, 204 E. 109th Street, Chicago 28, Illinois, vice-president representing kindergarten, will be hostess for Miss Idsoe. Times and places for visits may be arranged through these A.C.E. hostesses.

### *State Aid for Illinois Kindergartens*

Over a long period of years the Illinois A.C.E. has worked cooperatively with the Illinois Education Association for legislation making possible more kindergartens for Illinois. It was with great satisfaction that the state A.C.E. group read in late June, 1945, "Governor Green has signed House Bills 315 and 316." The elementary pupil flat grant was raised from \$13 to \$19 and the new grant provides for kindergarten pupils one-half the amount provided for elementary pupils, or \$9.50 per pupil.

### *Carson Ryan in China*

W. Carson Ryan, president of the Child Study Association of America, has been granted leave of absence from his post as head of the division of teacher training at the University of North Carolina, to serve as educational child care consultant from the United China Relief Advisory Committee on child care and development. Mr. Ryan is now in China, where he will study firsthand "the most effective means of aiding young Chinese war victims," according to an announcement by the Council.

### *Toward an International Bureau of Education*

On November first there opened in London a conference to formulate the final constitution of an educational, scientific and cultural organization of the United Nations. This organization proposes to work toward the United Nations objective of developing friendly relations among nations and achieving international cooperation in solving international problems of an educational, social, cultural and scientific character. Such a program represents progress toward the achievement of what is sometimes spoken of as the International Bureau of Education.

The following persons were appointed to represent the United States at the conference:

#### *Delegates:*

Archibald MacLeish, chairman  
William Benton, Assistant Secretary of State  
Harlow Shapley, director, Harvard College Observatory, Cambridge, Mass.  
Chester E. Morrow, House of Representatives, Committee on Foreign Affairs  
James E. Murray, U. S. Senate, chairman, Committee on Education and Labor  
George D. Stoddard, commissioner of education, State Education Department, Albany, N. Y.  
C. Mildred Thompson, dean, Vassar College, Poughkeepsie, N. Y.

#### *Advisers:*

Harriet W. Elliott, dean of women, Woman's College of the University of North Carolina, Greensboro  
Herbert Emmerich, director, Public Administration Clearing House, Chicago, Ill.  
Luther H. Evans, Librarian of Congress  
Grayson N. Kefauver, consultant, Department of State; and United States Delegate to the Conference of Allied Ministers of Education  
Waldo Leland, director, American Council of Learned Societies  
Alexander Meiklejohn, former president, Amherst College, Amherst, Mass.  
Frank Leslie Schlagle, president National Education Association; and superintendent of schools, Kansas City, Kansas  
George Schuster, president, Hunter College, New York, N. Y.  
John W. Studebaker, United States Commissioner of Education

#### *Secretary General:*

Warren Kelchner, chief, Division of International Conferences, Department of State

#### *Technical Secretary:*

Bryn J. Hovde, consultant, Office of International Information and Cultural Affairs, Department of State

#### *Technical Experts:*

Harold Benjamin, United States Office of Education  
Esther C. Brunauer, Assistant on International Organization, Division of International Organization Affairs, Department of State  
George Kenneth Holland, president, Inter-American Education Foundation  
Walter Kotschnig, Division of International Organization, Department of State  
Richard Pattee, National Catholic Welfare Conference  
Donald Stone and/or Eric Biddle, Bureau of the Budget  
Charles A. Thomson, adviser, Office of International Information and Cultural Affairs, Department of State

#### *Secretaries of Delegation:*

Eugene N. Anderson, assistant chief in charge of the European Branch, Division of Cultural Cooperation, Department of State  
Donald B. Eddy, divisional assistant, Division of International Conferences, Department of State  
Richard A. Johnson, third secretary, American Embassy, London

#### *Assistant Secretaries:*

Herbert J. Abraham, Department of State  
Mary French, Department of State

Dr. William Carr, Educational Policies Commission of the National Education Association, attended the conference as deputy secretary general of the International Secretariat.

### *Extension of School Services Favored*

At the September 1945 meeting of the Educational Policies Commission of the National Education Association at Atlantic City, New Jersey, a motion was made that the Commission go on record as favoring the extension of school services downward to at least through the years four and three. The motion was

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### NEWS NOTES

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adopted by the unanimous vote of the following members of the Commission:

- Alexander J. Stoddard, chairman; superintendent of schools, Philadelphia, Pa.
- Francis L. Bacon, superintendent, Evanston Township High School, Evanston, Ill.
- James Bryant Conant, president, Harvard University, Cambridge, Mass.
- Prudence Cutright, assistant superintendent of schools, Minneapolis, Minn.
- Edmund E. Day, president, Cornell University, Ithaca, N. Y.
- A. C. Flora, superintendent of schools, Columbia, S. C.
- Willard E. Givens, executive secretary, National Education Association, Washington, D. C.
- E. W. Jacobsen, president, University of Louisville, Louisville, Ky.
- Charles H. Lake, president, American Association of School Administrators; superintendent of schools, Cleveland, Ohio
- Edwin A. Lee, dean, School of Education, University of California, Los Angeles, Calif.
- Paul T. Rankin, assistant superintendent of schools, Detroit, Mich.
- F. L. Schlagle, president, National Education Association; superintendent of schools, Kansas City, Kansas
- S. D. Shankland, executive secretary, American Association of School Administrators, Washington, D. C.
- Maycie K. Southall, president, Association for Childhood Education; professor of elementary education, Peabody College for Teachers, Nashville, Tenn.

- George D. Stoddard, commissioner of education, State Education Department, Albany, N. Y.
- Mabel Studebaker, 428 East Tenth Street, Erie, Pa.
- Beulah K. Walker, president, Department of Classroom Teachers, N.E.A.; Hilltop Terrace, Route 5, Dallas, Texas
- Pearl A. Wanamaker, state superintendent of public instruction, Olympia, Wash.
- George F. Zook, president, American Council on Education, Washington, D. C.

### Celebrates Twenty-sixth Anniversary

The American Society for the Hard of Hearing celebrated its twenty-sixth year of service by observance of National Hearing Week, beginning October 21. President Truman, in writing to C. Stewart Nash, president of the Society, said:

I have been pleased with the assurance that the American Society for the Hard of Hearing is known and appreciated by those agencies of the government whose concern is the alleviation of human suffering through the advancement of the art of healing. You and your associates are engaged in a work of the highest value which deserves to succeed. Each new achievement has brought into sharp relief the work yet to be done and is a spur to greater accomplishment.

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(Continued from page 210)

### **Council of Volunteer Agencies**

Fifty-eight national organizations, all with overseas programs of relief and rehabilitation, constitute the membership and authority of the American Council of Voluntary Agencies for Foreign Service. The Council has as its purpose the objective of each member agency, the maximum use of contributions made by the American people for the relief and rehabilitation of people overseas. It provides a medium through which the voluntary agencies together plan programs to achieve that end. Through its various working committees the Council eliminates duplication of effort and makes possible effective consultation and cooperation not only among its member agencies but also with interested non-member agencies and appropriate governmental and intergovernmental bodies at home and abroad. The Council works closely with the President's War Relief Control Board, UNRRA, and with the National War Fund, in which many of its members participate.

A pamphlet descriptive of the current work of the organization and listing the member agencies may be secured by writing to the Council at 122 East 22nd Street, New York 10, N. Y.

### **Development of Nurseries in China**

Some interesting information on the work being done for children in China appeared in the October 1945 issue of *The World's Children*. In an article, "Development of Nurseries in China," Chen Chi-Yi, deputy secretary-general of the Women's Advisory Committee of the New Life Movement, says:

Child welfare work is no new idea to China. Before the war, however, there was little demand for institutional care, for as a predominantly agricultural country with a strong clan tradition China had little need for such care . . . The war with Japan and the invasion of the country, however, brought new demands and the situation in regard to child welfare was entirely changed. Vast areas of the country became battlefields and many thousands of families were broken up.

It was in response to this emergency that the Women's Advisory Council of the New Life Movement, under the directorship of Madame Chiang, sponsored the organization of the National Association for Refugee Children. This association, with considerable financial aid and encouragement from abroad, has taken care of 28,923 orphans. Taking into consideration the immense difficulties which faced the association, the lack of trained personnel, equipment, housing and ready cash, and the difficulties engendered by the air raids and war conditions generally, this was an immense task. It was inevitable, therefore, that during the past six years all time,

energy and personnel were absorbed in the care of these orphans: that is to say in the institutional form of child welfare work.

During the past year, however, the Council has been able to turn its attention to welfare work for children in general, to the care of children of working mothers and of agricultural mothers. In this work the post-war child welfare program for rehabilitation and reconstruction has been especially kept in view.

As a small beginning it was hoped to establish six nurseries according to the needs of the two groups, the urban and the rural. The main difference between the two is that the need of the urban areas is more or less concentrated while the rural population is somewhat scattered. The urban group can be still further divided into two kinds: the nursery for the children of professional mothers and those of factory workers. The problems confronting us in starting this work were again those of insufficient funds and lack of personnel. The latter is an even more serious difficulty than the financial problem; for such a cause financial aid can be secured. But we feel that only if we start with the right personnel can good results be obtained. We are trying to solve this problem by training girls for this work.

In the winter of 1942 we started to plan for a nursery for the children of the staff of our own workers and those of the National Chinese Women's Association for War Relief, a total number of 150 women workers. Madame Chiang and the Ministry of Social Affairs provided the initial cost of establishment and the latter granted the sum of \$5,000 (today the Chinese dollar is worth 3d. British currency) monthly for maintenance. With the kind consent of the Chiu Chin School authorities a two-room house was erected next to the building of our office, "to the joy of the working mothers who can nurse their babies conveniently according to schedule during office hours. This day nursery opened on February 15, 1943, with twelve babies only, for the space was limited.

A new building of two stories was constructed in the winter of 1944-45, and the premises now include washing, dining, office, isolation, storage, lavatory and kitchen accommodation, in addition to separate rooms for infants, toddlers, play room and nursing room. There is also a garden with two swings and a tiny rabbit hutch which the children love to visit daily. There are at present forty-nine children in the nursery.

This nursery may be taken as a symbol of this new development in Chinese education but it does not stand alone; there are, for example, the Er-Sze Nursery for children of Er-Sze factory workers, the nursery at Chin Mu Kwan (about 60 li from Chungking) for children of professional and working mothers and which has at present about sixty-one children, and the demonstration center in Pa Hsien, where children's groups were organized in eleven villages, admitting a total of three hundred seventy-five children from three to six years old. Singing, group games, storytelling, industrial art, habit training . . . are taught and a committee of mothers has also been organized.

### **From South Africa**

The first Bantu Nursery School in Natal, established in 1944 by the Durban Bantu Girls' College Old Girls' Guild, reports a marked improvement in the condition of the children who have attended the school.